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ABSTRACT

This packet contains the Louisiana state standards-based lessons presented on the Louisiana Public Broadcasting (LPB) series "Reaching for Results: Teacher-to-Teacher." The lessons in the packet are for high school classroom teachers and include necessary handouts and references (the video is not required), as well as detailed procedures for teachers to follow for classroom implementation of the lessons. The 10 lessons are in the packet are: (1) Lesson (1) "Learning about the Declaration of Independence"; Lesson (2) "What Are the Qualifications to Be President?"; Lesson (3) "Multiple Mode Teaching Methods"; Lesson (4) "World War II"; Lesson (5) "Vietnam: A Divided Nation"; Lesson (6) "Having Fun with Primary Sources"; Lesson (7) "The Five Themes of Geography"; Lesson (8) "Opportunity Costs and Decisions"; Lesson (9) "Saving, Investing, and the Invisible Hand"; and Lesson (10) "What Is Credit?" (BT)

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ED 479 229

Teacher-to-Teacher

Video Series

for Secondary Educators

Social Studies

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Teacher-to-Teacher for Secondary Educators

Social Studies

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Lesson 9: Saving, Investing, and the Invisible Hand

Lesson 10: What Is Credit?

These are the standards-based lessons presented on the LPB series "Reaching for Results: Teacher-to-Teacher." They are for high school classroom teachers and include all necessary handouts and references. The video is not required.

Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: Learning about the Declaration of Independence

PRIMARY SUBJECT AREAS: Civics

GRADE LEVEL: 10

OVERVIEW: One of our most important founding documents is our Declaration of Independence. Students should be made aware of its history, purpose, content and impact on American history.

APPROXIMATE DURATION: one 50-minute class period, with ten minutes the next day to go over the homework

LOUISIANA CONTENT STANDARDS:

http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT
Foundations of the American political system

Civics: Citizenship and Government

C-1B-H1 analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society

TECHNOLOGY STRATEGIES:

http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

Technology Productivity Tools *(Resource Access and Utilization Foundation Skill)*

- Students use technology tools to enhance learning, increase productivity, and promote creativity
- Students use technology tools to make informed choices among technology systems, resources and services
- Students use technology tools to evaluate the usage of technology and the processes involved during and upon completion of individual and group projects

INTERDISCIPLINARY CONNECTIONS:

English Language Arts
Art: Creative expression

OBJECTIVES:

1. The learner will be able to list the date and the author of the Declaration of Independence.
2. The learner will be able to list and explain three unalienable rights.
3. The learner will be able to list and explain 3 complaints against the king.
4. The learner will be able to assess the impact of the Declaration of Independence.

MATERIALS:

Declaration of Independence puzzle pieces
Brown envelopes
Copy of the Declaration of Independence
Write your own Declaration of Independence handout

TECHNOLOGY CONNECTIONS:

Students may use the Internet to find a copy of the Declaration of Independence.
Students may use computer graphics programs to create their own Declaration of Independence.

BACKGROUND INFORMATION:

Students should be aware that the United States fought in a revolution to gain independence. Students should be able to locate a copy of the Declaration Independence in their textbook or some other reference source. Students should have had practice in working in groups prior to this lesson.

LESSON PROCEDURES:

1. Students should be asked to respond to the question, "What part of your home, your school, your work or your society would you like to see changed? Explain your answer." Class discussion should follow.
2. Students should be placed into heterogeneous groups of four.
3. Each group should receive a brown envelope with the Declaration of Independence cut up inside.
4. Groups should attempt to put the pieces in the proper order without using any reference materials. The teacher should check for accuracy.
5. Students should locate a copy of the Declaration of Independence in their textbooks.
6. Students should take notes on the who, what, where, when, how, and why. Answers should be reviewed by the class.
7. Students should break down the components of the Declaration of Independence. These include the introduction, cause, complaints against the king and resolution.
8. For homework, students should be asked to create their own Declaration of Independence from someone or something.
9. Students should present their own Declaration of Independence the following day.

ACCOMMODATIONS/MODIFICATIONS:

The Write your own Declaration of Independence activity can be modified to meet a particular student's need.

Many textbooks can be obtained in a Spanish version.

REPRODUCIBLE MATERIALS:

Declaration of Independence puzzle pieces
Write your own Declaration of Independence handout

ASSESSMENT PROCEDURES:

The teacher should collect and grade notes and Declarations of Independence.
The teacher will conduct formal assessment through a quiz or unit test.

EXPLORATION AND EXTENSION:

Students could be asked to research which course the Declaration of Independence took.
Students could be asked to review Paul Harvey's *...their lives, their fortunes, their sacred honor.*
Students could be asked to compare the Declaration of Independence to the United States Constitution.

RESOURCES:

I used my own personal materials to create this lesson. A copy of the United States Constitution can be found in most civics textbooks.

REFLECTIONS:

During the puzzle activity, get the students reading the Declaration of Independence without actually realizing they are reading the document.
The students love the opportunity to create their own Declaration of Independence.

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WRITE YOUR OWN DECLARATION OF INDEPENDENCE

Objective: To synthesize the meaning of the Declaration of Independence by creating a personal declaration.

Directions: After studying the Declaration of Independence and history leading up to it, students should be able to create their own Declaration of Independence from someone or something. The Declaration should be written and colored or created with computer graphics. Be sure to use the original Declaration of Independence as your guide. The Declaration should include the following parts:

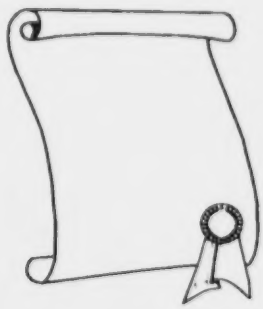
I. Introduction
From what are you declaring independence? What are the conditions causing the desire to separate?

II. Nature of the complaint
Describe the actual situation. Describe the ideal or tolerable situation. Describe the remedy to correct the complaint.

III. Three or four complaints
Specifically describe three or four grievances.

IV. Resolution
State in your own words that all other efforts have failed and therefore this is the only acceptable resolution.

V. Signature
Sign your document.



Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: What are the Qualifications to be President of the United States?

PRIMARY SUBJECT AREAS: Civics

GRADE LEVEL: 10

OVERVIEW: The President of the United States is an important position. Students should be made aware of the constitutional qualifications to seek the office as well as the unofficial qualifications many voters view when selecting a presidential candidate.

APPROXIMATE DURATION: One 50-minute class period with ten minutes the next day to go over the homework

LOUISIANA CONTENT STANDARDS:

http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Civics

C-1A-H3 explaining and evaluating issues related to the distribution of powers and responsibilities with in the federal system

C-1A-H4 explaining the organization and functions of local, state, and national governments and evaluating their relationship

TECHNOLOGY STRATEGIES:

http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

Technology Productivity Tools *(Resources Access and Utilization Foundation Skill)*

INTERDISCIPLINARY CONNECTIONS:

English Language Arts
Art: Creative expression

OBJECTIVES:

1. The learner will be able to list the three constitutional qualifications to be the President of the United States.
2. The learner will be able to explain several qualifications American citizens consider when voting for President of the United States.

MATERIALS:

- handout of possible presidential candidates
- copy of the United States Constitution
- paper
- markers

TECHNOLOGY CONNECTIONS:

Students may use the Internet to find a copy of the United States Constitution. Students may use computer programs to create their Want Ad for president.

BACKGROUND INFORMATION:

Students should be aware of the fact that the United States has a president. Students should be able to locate a copy of the United States Constitution in their textbook or some other reference source. Students should have had practice working in groups.

LESSON PROCEDURES:

1. Learners should be placed in mixed ability groups of four.
2. Learners should study the handout of possible presidential candidates.
3. As group, the learners should select one candidate from the list as their candidate. A selected recorder should record the group's choice and reasons for their choice.
4. Each group should select a spokesperson to present their choice and the reasons for their choice.
5. The teacher will list the reasons on the board.
6. The teacher will reveal the actual persons represented on the handout.
7. Learners will find a copy of the United States Constitution and read Article II, section 1, part 5 to themselves.
8. Learners will take notes on the 3 actual qualifications to be President of the United States (35 years of age, natural born citizen, 14 years as a resident).
9. Learners should compare their notes to the list on the board. Discussion should follow.
10. For homework, learners should create a Want Ad for President of the United States. (Learners should draw and color their project or create an ad with the use of computer graphics.)
11. Learners should reveal their ads the following day.

ACCOMMODATIONS/MODIFICATIONS:

The ad can be modified to meet a particular student's need.
Many textbooks can be obtained in a Spanish version.

REPRODUCIBLE MATERIALS:

Handout of possible presidential candidates

ASSESSMENT PROCEDURES:

The teacher will conduct formal assessment through a quiz or unit test.
The teacher should collect and grade notes taken and ads created.

EXPLORATION AND EXTENSION:

Students could be asked to research one or two other possible presidential candidates (past or current) and create a list of their qualifications to be president. Students could be asked to interview adults and ask them to explain the qualifications they look for in a presidential candidate.

RESOURCES:

I used my own personal materials to create this lesson.
A copy of the United States Constitution can be found in most civics textbooks.

REFLECTIONS:

Usually, students will become engaged in a lively discussion as to the qualifications to be President of the United States.

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CARD #1

Name_____

Age: 60

Marital status: married 27 years

Number of children: 6

Religious affiliation: Protestant

College Education: Harvard University, Columbia University

Career: farmer, lawyer, State Senator, Assistant Secretary of the Navy, Governor, vice-presidential candidate

CARD #2

Name_____

Age: 38

Marital status: 1st spouse - for 5 years until spouse died
2nd spouse 1 year

Number of children: 3 by first marriage

Religious affiliation: Protestant

College Education: none

Career: investor, druggist, bookseller, Brigadier General in the United States Army

Card #3

Name_____

Age: 37

Marital status: married 15 years

Number of children: 4

Religious affiliation: Protestant

College Education: Morehouse College, Crozier Theological Seminary, University of Pennsylvania, Boston University, Harvard University, Central State College, Morgan State College

Career: Protestant minister, teacher of philosophy at Harvard, president of a civil rights organization, 1 of 10 outstanding young men for the year according to Time magazine, Nobel Prize winner, noted public speaker

CARD #4

Name_____

Age:38

Marital status: married 38 years

Number of children: none

Religious affiliation: no specific denomination

College Education: none

Career: land speculator and farmer, lawyer, member of the United States House of Representatives, United States Senator, United States Judge, Commander of the United States Armed Forces

CARD #5

Name_____

Age: 47

Marital status: married 24 years

Number of children: 8

Religious affiliation: no specific denomination

College Education: Columbia University

Career: writer, served as Lieutenant Colonel in the Army, lawyer, member of Congress, member of the Constitutional Convention, Secretary of the Treasury

CARD #6

Name _____

Age: 65

Marital status: married 27 years

Number of children: 6

Religious affiliation: Protestant

College Education: none

Career: teacher, journalist, member of a labor union, United States Delegate to the United Nations, Chairman of the United Nations Commission on Human Rights, endorsed by a President for the Nobel Peace Prize, noted public speaker

CARD #7

Name_____

Age: 55

Marital status: 1st spouse – for 26 years until spouse died
2nd spouse — 3 years

Number of children: 4 by the first marriage

Religious affiliation: Protestant

College Education: University of Alabama

Career: lawyer, State Assistant Attorney General, State legislator, United States Judge, State Governor, party candidate for President, served in the United States Air Force, noted public speaker

CARD #8

Name_____

Age: 51

Marital status: married 19 years

Number of children: 4

Religious affiliation: no specific denomination

College Education: none

Career: Postmaster, lawyer, United States Representative, store owner, state congressman, served as a captain in the United States army, noted public speaker

Presidential Candidate Cards
Answer Key

Card 1
Franklin D. Roosevelt, as of 1945

Card 2
Benedict Arnold, as of 1801

Card 3
Martin Luther King, Jr., as of 1968

Card 4
Andrew Jackson, as of 1829

Card 5
Alexander Hamilton, as of 1804

Card 6
Eleanor Roosevelt, as of 1949

Card 7
George C. Wallace, as of 1974

Card 8
Abraham Lincoln, as of 1865

Learning For Results

Teacher-to-Teacher

Video Series

for Secondary Educators

TITLE: Multiple Mode Teaching Methods

PRIMARY SUBJECT AREAS: Civics

GRADE LEVELS: All grade levels

OVERVIEW: Various games will be used to reinforce Key Concepts that are in the *Social Studies Teacher's Guide for Statewide Assessment* in Civics Benchmark C-1C-H2. The lesson examines the means by which the United States upholds national security, protects its economic welfare and strategic interests and attains its foreign policy objectives (e.g., aid, sanctions, embargo, treaties). Key Concepts that involve foreign policy positions of the United States included in this lesson are: isolationism, neutrality, peace keeping, protectionism, strategic interests, human rights, national security, foreign aid (humanitarian, economic, military), Washington's Farewell Address, and the Monroe Doctrine.

APPROXIMATE DURATION: One 50-minute class period

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

Civics Citizenship and Government

C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences

C-1C-H3 explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system

C-1A-H6 examining major responsibilities of the national government for domestic and foreign policy

Economics

E-1B-H4 analyzing the causes and consequences of worldwide economic interdependence

United States History

H-1B-H10 explaining the changing role of the United States in world affairs through World War I

H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal
H-1B-H13 analyzing the origins, course and results of World War II
H-1B-H14 examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era
H-1B-H18 discussing and demonstrating an understanding of recent developments in foreign and domestic policies

Geography
G-1C-H6 analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth

TECHNOLOGY STRATEGIES:

http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

Technology Communication Tools (*Communication Foundation Skill)*
Technology Problem Solving and Decision Making Skills *(Problem Solving Foundation Skill)*
Technology Productivity Tools *(Resources Access and Utilization Foundation Skill)*
Social, Ethical, and Human Issues (*Citizenship Foundation Skill)*
Basic Operations and Concepts
Technology Research Tools *(Linking and Generating Knowledge Foundation Skill)*

INTERDISCIPLINARY CONNECTIONS:

OBJECTIVES:

1. The learner will identify and describe ways in which United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives through aid, sanctions, embargoes, and treaties.
2. The learner will explain how domestic policies and constitutional principles of the United States affects its relations with the world and will assess the extent to which a given United States foreign policy position has helped or hindered the United States' relations with the rest of the world.
3. The learner will describe responsibilities of the federal government for domestic and foreign policy.

MATERIALS:

Social Studies Teachers' Guide to Statewide Assessment
Key concepts bell ringer activity
Key Concepts clipboard manipulatives
Key Concepts game
Textbook
Teacher made test

TECHNOLOGY CONNECTIONS:

Hardware: Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

Software: Britannica Software Encyclopedia Deluxe, Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration

Web Sites:

Learning to Learn
http://snow.utoronto.ca/Learn2/resources.html

Learn more about learning styles
http://www.learning4liferesources.com/learning_style.html-49K

Quia
http://www.quia.com

BACKGROUND INFORMATION:

Prior to this lesson, students should be able to describe how the world is organized politically and explain how the interaction of political entities, such as nation-states and international organizations, affect the United States. Students should be able to analyze the responsibilities of the federal government towards foreign policy and explain the roles of Congress, the President, and the judiciary in regard to foreign affairs, and the roles of the National Security Council, the Joint Chiefs of Staff, and the Secretary of State in forming or carrying out foreign policy.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction

2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.

3. Key Concepts Clipboard Activity - This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the

Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.

4. Notes - The students write the complete definitions of the Key Concepts into their notebooks.

5. Show and Tell Activity - Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts are displayed, passed around the class, and discussed.

6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed. (Washington's Farewell Address and the Monroe Doctrine)

7. Internet Activity - Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include: isolationism, neutrality, peace keeping, protectionism, strategic interests, human rights, national security, foreign aid (humanitarian, economic, military), Washington's Farewell Address, and Monroe Doctrine.

8. Guest Speaker - Invite a person that is knowledgeable about United States foreign policy positions to speak to the class. Students will ask questions that pertain to their Internet activity assignment.

9. Student Reports - Students will present the results of their oral interviews, graphic organizers, Power Point presentations, posters, collages, mobiles, and timeline activities that address examples of United States involvement in foreign affairs since 1877.

10. Summarize and review - Review Key Concepts.

11. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of United States' foreign policy objectives, interventions, and positions.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.

5. Oral presentations for auditory learner - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching – Hands-on activities are used to make learning fun and to teach to the different learning styles.
8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.
10. Auditory taping - Auditory taping is recorded for students with auditory disabilities as well as for auditory learners by teachers, Para educators, or peers.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).
14. Note taker – A peer uses NCR paper is used to take sets of notes for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Key Concepts bell ringer activity
Key Concepts clipboard activity
Key concepts notes
Teacher made tests/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios - Portfolics are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment.*

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests -Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, collages that display examples of United States foreign policy positions and involvement through out the world, past and present.

2) Time line projects that portray United States foreign policy involvement in events and activities that have occurred and are occurring throughout the world. Use *TimeLiner* software if you have it.

3) Oral reports or power point presentations. Working in pairs, students research foreign policy positions of the United States and evaluate the extent to which a given United States foreign policy position has helped or hindered the United States' relations with the rest of the world.

4) Interview. Students will question individuals about their opinions involving United States foreign policy positions (e.g., foreign aid, humanitarian, economic, military). The interview may be tape recorded, videoed, or written using the interview format sheet.

6) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the foreign policy positions of the United States Key Concepts or for specific projects concerning the United States' involvement in foreign affairs.

7) Students will construct graphs and charts that depict various statistics concerning foreign policy actions taken by the United States.

8) Students will create cartoons that illustrate foreign policy positions taken by the United States such as isolationism, neutrality, peace keeping, protectionism,

strategic interests, embargoes, treaties, sanctions, human rights, and national security.

9) Students will complete a graphic organizer identifying, describing, and analyzing United States' foreign policy positions and involvement in world conflicts since 1877. Use *Inspiration* software if you have it.

RESOURCES:

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present.* Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century.* Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865.* New York: Glencoe/ McGraw Hill.

REFLECTIONS:

After teaching this lesson, I found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The games that are used to reinforce the Key Concepts are indeed a wonderful tool for teaching the at-risk learners and the exceptional needs students. I have used these games for the last eight years and have had wonderful success with them. Our GEE21 scores are proof that they do indeed work.

They make learning fun and exciting. I have found that when the students are excited about learning, the atmosphere in the classroom changes to one of success and love for the subject matter. Attitudes and behaviors become positive when the students see that they are able to learn and do well.

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Bell Ringer Activity

FOREIGN POLICY POSITIONS OF THE U.S.:

1. Foreign policy - A plan that a nation uses to deal with other nations.

2. National security - Foreign policy goal that tries to keep the country safe from attack or harm.

3. U.S. Foreign policy goals - National security, international trade, promoting world peace, democracy and human rights.

4. Isolationism - Policy that states that a nation should interact politically as little as possible with other nations so that it can exist peacefully by itself in the world.

   In his Farewell Address, George Washington urged the United States to "steer clear of permanent alliances" with other nations. Thomas Jefferson warned against forming "entangling alliances" with foreign nations.

5. Protectionism - The policy of placing barriers in the way of trade among countries. A tariff is one such barrier. Saving domestic jobs is an argument in favor of protectionism.

6. Sanctions - Penalties against nations that have violated international law.

   Sanctions show disapproval of the actions or policies of another country. Withholding loans, arms, or economic aid are used to force a foreign government to cease certain activities.

7. Embargo - A complete restriction on imports or exports of a particular good. Embargoes are often used for political reasons.

8. Diplomacy - The way in which a nation conducts relations with foreign governments.

9. Foreign Aid - Assistance given to help other countries (money, food, military assistance).

10. Alliances - Formal unions or agreements among nations.

Foreign Policy	National Security	US Foreign Policy Goals	Isolationism	Protectionism	Sanctions
A plan that a nation uses to deal with other nations.	Foreign policy goal that tries to keep the country safe from attack or harm.	National security, international trade, promoting world peace, democracy and human rights.	Policy that states that a nation should interact politically as little as possible with other nations so that it can exist peacefully by itself in the world.	The policy of placing barriers in the way of trade among countries. A tariff is one barrier. Saving domestic jobs is an argument in favor of protectionism.	Penalties against nations that have violated international law.

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A complete restriction on imports or exports of a particular good. Often used for political reasons.	The way in which a nation conducts relations with foreign governments.	Assistance given to other countries (money, food, military assistance).	Formal unions or agreements among nations.		
Embargo	Diplomacy	Foreign Aid	Alliances		

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Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: World War II: America on the Home Front

PRIMARY SUBJECT AREAS: United States History

GRADE LEVEL: 11

OVERVIEW: Students will gain a sense of historical time and historical perspective as they study the massive campaign that the U.S. government launched to convince Americans to conserve, participate, and sacrifice. Financing the war, censorship, rationing, patriotic activities (e.g., Victory Gardens, USO, newsreels, war movies), Selective Service, role of women (e.g., Rosie the Riveter), Japanese internment (Nicei), black market, and price controls are United States history key concepts that will be addressed.

APPROXIMATE DURATION: Three 50-minute class periods

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

History: Time, Continuity, and Change
H-1B-H13 analyzing the origins, course, and results of WWII

Geography:
G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events

Historical Thinking Skills:
H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context
H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources
H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

Economics:

E-1B-H3 analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy

World History:

H-1C-H13 analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts

U.S. History:

H-1B-H13 analyzing the origins, course, and results of World War II

TECHNOLOGY STRATEGIES:

http://www.doe.state.la.us/DOE/LCET/curric/k12stand.pdf

Technology Communication Tools *(Communication Foundation Skill)*
Technology Problem Solving and Decision Making Skills *(Problem Solving Foundation Skill)*
Technology Productivity Tools (*Resources Access and Utilization Foundation Skill)*
Social, Ethical, and Human Issues (*Citizenship Foundation Skill)*
Basic Operations and Concepts
Technology Research Tools *(Linking and Generating Knowledge Foundation Skill)*

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

OBJECTIVES:

1. The learner will describe the effects of the war on the American home front.
2. The learner will identify and describe World War II home front Key Concepts as listed in the Social Studies Teacher's Guide to Statewide Assessment: Selective Service, financing the war, censorship, rationing, black market, mobilization (e.g., Office of War Mobilization), role of women (e.g., Rosie the Riveter), Japanese internment (Nicei), price controls, patriotic activities (e.g., Victory Gardens, USO, newsreels, war movies).
3. The learner will describe ways in which the federal government's actions influenced civilian life during World War II.
4. The learner will describe shifts in U.S. population during World War II.
5. The learner will explain how the war affected working Americans.
6. The learner will describe difficulties women and minorities faced in the wartime work force.
7. The learner will describe the impact of World War II on day-to-day life in the U.S.

8. The learner will describe how the U.S. government motivated Americans to participate in the war effort.
9. The learner will explain how the U.S. government mobilized the economy to create the "arsenal of democracy."

MATERIALS:

Social Studies Teachers' Guide to Statewide Assessment
Key Concepts bell ringer activity
Key Concepts clipboard manipulatives
Key Concepts game
Guest speakers
Librarian
Textbook
Teacher-made test
Field trip to the National D-Day Museum in New Orleans

TECHNOLOGY CONNECTIONS:

Hardware: Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

Software: Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration, Power Point

Web Sites:

http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-62.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-60.jpg

http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-70.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-10.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-83.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-45.jpg

http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-63.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0870-14.jpg
http://www.library.nwu.edu/govpub/collections/wwii-

posters/img/ww0207-52.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1647-10.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1645-69.jpg

http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-38.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww0207-04.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/img/ww1646-71.jpg
http://www.library.nwu.edu/govpub/collections/wwii-posters/

BACKGROUND INFORMATION:

Prior to this lesson the student should be able to describe conditions which precipitated the outbreak of World War II, explain the course of events which led to U.S. entry into World War II, identify and describe key events and people associated with the World War II era, and trace the course of the war.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction

2. Key Concepts Bell Ringer Activity - Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition. Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed. (*Social Studies Teacher's Guide for Statewide Assessment)*

3. Key Concepts Clipboard Activity -This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.

4. Notes - The students write the complete definitions of the Key Concepts into their notebooks.

5. Show and Tell Activity – Students discuss Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.

6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed.

7. Internet Activity - Students research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include: rationing, rationing coupons, conservation, price ceilings, posters, war bonds, Civil Defense, Victory Gardens, and Rosie the Riveter.

8. Guest Speaker - A person who experienced life in America during World War II speaks to the class. Students ask questions that pertain to their Internet activity assignment.

9. Student Reports - Students present the results of their oral interviews, graphic organizers, Power Point presentations, posters, collages, mobiles, and timeline activities that address America on the home front during World War II.

10. Summarize and review - Review Key Concepts.

11. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of America on the home front during World War II.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom
5. Oral presentations for auditory learner - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities are used to make learning fun and to teach to the different learning styles

8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.
10. Auditory taping - Auditory taping is recorded by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).
14. Note taker - NCR paper is used to take sets of notes by a peer for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Bell ringer key concept activity
Key concepts clip board activity
Key concepts notes
Interview outline
Teacher-made test/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios - Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment.*

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests - Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, or collages that display life on the home front during World War II.

2) Time line projects that portray events and activities that occurred on the home front from 1941-1945. If available, use the *TimeLiner* software.

3) Oral reports or Power Point presentations. Working in pairs, students create projects that educate the public on ways in which the government motivated Americans to support the war effort.

4) Interview. Students will question individuals about their experiences of day-to-day life in the U.S. during the World War II era. The interview may be tape recorded, videoed, or written using the interview format sheet.

5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the home front Key Concepts or for specific projects concerning every day life in the U.S. during World War II.

6) Graphs and charts that depict various statistics concerning America on the home front from 1941-l945.

7) Cartoons that illustrate life on the home front during World War II.

8) Graphic organizer identifying, describing, and analyzing government programs that created a sense of patriotism and participation in the war effort. If available, use *Inspiration* software.

RESOURCES:

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present.* Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century.* Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865.* New York: Glencoe/ McGraw Hill.

REFLECTIONS:

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The students were very interested in life in America during World War II. They were fascinated by the sacrifices that Americans were asked to make for the war effort.

Many of the students interviewed great-grandparents, great-aunts, great-uncles, and elderly members of the community. The students learned so much from these personal interviews. Once they were involved with the interview, the students really got excited and became very enthusiastic about the project. I often have students who will interview several people, even though they do not get extra credit, just because they love learning about the way that their relatives and friends lived during this important time in our American history.

The elderly enjoyed the attention that they receive during the interview. The interviews foster relationships and friendships between my students and the interviewees.

Each year I learn something from these interviews. It is wonderful to hear the human side of what it was like to live in America during World War II.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment.* A detailed project is an excellent activity to use after the GEE21.

CONTACT INFORMATION:

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Clipboard Activity

1 Selective Service	3 Rosie the Riveter	5 Japanese Internment	6 Rationing	7 Victory Gardens
All men between the ages of 18 and 45 were subject to being called for military service. 1	____ became a national symbol of the vital contribution that women made to the war effort. 3	In 1942 the government moved 110,000 Japanese Americans to detention centers that were located in isolated areas of the West. 5	The U.S. government instituted this system during WWII. Each family could buy only a limited amount of certain foods and other vital commodities. 6	Many Americans grew these everywhere from abandoned lots to flower beds to offset labor shortages in the food industry and to release food supplies for shipment overseas. 7
Taxes were increased, income taxes now included middle and lower income people, and war bonds were sold. 2	The silencing of free speech. Speeches and activities that were intended to create disloyalty among members of the armed forces were outlawed. 4			

2 Financing the War	4 Censorship

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WWII: AMERICA ON THE HOMEFRONT BELL RINGER ACTIVITY

The following key concepts will be used as a bell ringer activity. The underlined term will be written on the front of the card and the definition will be written on the back of the card. The definitions may be shortened.

Selective Service- The Selective Service Act was passed in 1940. This act authorized the expansion of the nation's armed forces by means of a draft. After America entered the war in 1941, the draft age was extended so that all men between the ages of 18 and 45 were subject to be called for military service.

Mobilization, (e.g., Office of War Mobilization)- The United States mobilized to defeat the Axis powers after the Japanese attack on Pearl Harbor. Industries, workers, and scientists contributed to the war effort.

Financing the war- Taxes were increased and income taxes were extended to include middle- and lower-income people. In 1943 the government began to require that employers deduct taxes from workers' paychecks before they received them. The nation was also called upon to buy billions of dollars of war bonds to help finance the war.

Role of women (e.g., Rosie the Riveter)- The government encouraged women to take jobs as their patriotic duty. Over five million American women entered the workforce during the war. "Rosie the Riveter" became a national symbol of the vital contribution women were making to the war effort when her image first appeared in a Lockheed Aircraft poster.

Censorship-Smith Act-1940- The silencing of free speech. The Smith Act outlawed speech and activities that were intended to create disloyalty among members of the Armed Forces. This act was enacted at a time of alarm over pro-Nazi and pro-Fascist sentiment in the United States. Letters from servicemen were subject to military censors and certain information relative to the war on strategic planning was never released to the public or to the press.

Japanese internment (Nisei), 1942- The government moved 110,000 Japanese Americans to detention centers to camps located in isolated areas of Utah, Wyoming, Arizona, and other unsettled areas of Western states. These camps were surrounded by barbed wire and patrolled by soldiers. They were given menial, low-paying jobs. Detainees were confined there for the remainder of the war.

Many young Japanese American men were able to escape the camps by volunteering for military service. The U.S. army created the 100th Battalion, which consisted of 1,4000 Hawaiian Nisei (Japanese American) soldiers. The 100th were involved in brutal conflict in North Africa and Italy. They became known as

the Purple Heart Battalion because 300 of its soldiers were killed and another 600 were wounded.

Rationing-The United States government instituted a system of rationing during World War II. Under this system, each family could buy only a limited amount of certain foods and other vital commodities. Ration stamps were used in an attempt to distribute essential goods fairly. Meat, butter, sugar, coffee, cheese, canned goods, shoes, and gasoline were among the items that were rationed.

Black Market- A black market is the illegal business of buying and selling goods in direct violation of such restrictions as a rationing board or price controls. In order to attain goods in excess of the allotted rationed amount during WWII, people turned to the black market. Black markets were found mostly in large urban areas.

Price controls- In 1941, F.D.R. crated the Office of Price Administration (OPA) to fight price increases and to head off inflation. The OPA was given the power to freeze prices and in 1942 it began the rationing of goods in fixed amounts by the use of coupons.

Patriotic activities, (e.g., victory gardens)- Shortages made it difficult for Americans to find some foods. Many Americans grew "victory gardens" everywhere from abandoned lots to flower beds to offset labor shortages in the food industry and to release food supplies for shipment overseas.

USO, United Service Organization- The USO is chartered by Congress and is a non-profit charitable corporation. It is not a part of the U.S. Government. The USO's mission is to provide morale, welfare, and recreation-type services to uniformed military personnel throughout the world.

Newsreels- Public hunger for war news caused a boom in the publishing, radio, and film industries. Newsreels concerning events of the war were shown in the theaters. Movie Tone News showed actual footage of the war front. It also showed the war effort at home, i.e., assembly lines assembling war materials and equipment.

War movies- From 1941 to 1945, 60 million to 100 million Americans went to the movies each week. Hollywood produced war–oriented propaganda films.

Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: Vietnam: A Divided Nation

PRIMARY SUBJECT AREAS: United States History

GRADE LEVEL: 11

OVERVIEW: Students will gain a sense of historical time and historical perspective as they study the great schism that developed in American society during the Vietnam War. Student protests, the counterculture, the music, the "living room war," and the legacy of the Vietnam War are concepts that will be addressed in this lesson. Vietnam War protests, the Gulf of Tonkin Resolution, the domino theory, the containment policy, and the Vietnam War are Key Concepts listed in the *Social Studies Teacher's Guide for Statewide Assessment* that are identified and taught in this lesson.

APPROXIMATE DURATION: two 50-minute class periods

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world

History: Time, Continuity, and Change

H-1A-H1	applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity
H-1A-H2	explaining and analyzing events, ideas, and issues within a historical context
H-1A-H3	interpreting and evaluating the historical evidence presented in primary and secondary sources
H-1A-H4	utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues
H-1B-H14	examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era
H-1B-H15	analyzing the economic, political, social, and cultural transformation of the United States since World War II

Civics

C-1C-H2	analyzing the major foreign policy positions of the United States and evaluating their consequences

C-1C-H3 evaluating the impact of the American ideas and actions on the world and analyzing the effects of significant international developments on the United States

C-1D-H2 evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy

C-1D-H3 explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy

C-1D-H4 analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy

Geography

G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events

World History

H-1C-H14 analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II

TECHNOLOGY STRATEGIES:

http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

Technology Communication Tools *(Communication Foundation Skill)*

Technology Problem Solving and Decision Making Skills *(Problem Solving Foundation Skill)*

Technology Productivity Tools *(Resources Access and Utilization Foundation Skill)*

Social, Ethical, and Human Issues *(Citizenship Foundation Skill)*

Basic Operations and Concepts

Technology Research Tools *(Linking and Generating Knowledge Foundation Skill)*

INTERDISCIPLINARY CONNECTIONS:

English

OBJECTIVES:

1. The learner will identify and describe Vietnam War Key Concepts, (Vietnam War protests, Gulf of Tonkin Resolution, domino theory, containment policy, Vietnam War).
2. The learner will describe the great division that occurred in the U.S. during the Vietnam War (doves and hawks).
3. The learner will describe the antiwar movement in America.
4. The learner will explain the counterculture that evolved during the 1960s, (hippies, the sexual revolution, the drug scene, and the music world).
5. The learner will explain the effects of the nightly TV coverage of the Vietnam War on the American public.
6. The learner will explain why the Vietnam War was known "as working-class war."

7. The learner will describe how the positions of the doves and the hawks differed.
8. The learner will explain how the Tet Offensive caused President Johnson's popularity to plummet and his eventual withdrawal from national politics.
9. The learner will describe how violence and protests gripped the nation in 1968 (assassinations of Martin Luther King and Robert Kennedy, the demonstrations at the Democratic Convention in Chicago, and Kent State [1970]).
10. The learner will evaluate ways in which the Vietnam War has had lasting effects on America.

MATERIALS:

Librarian
Guest speakers
Key Concepts bell ringer activity
Key Concepts clipboard manipulatives
Key Concepts game
Social Studies Teacher's Guide for Statewide Assessment
Textbook
Teacher made test

TECHNOLOGY CONNECTIONS:

Hardware: Computers, digital cameras, scanners, video camera, tape recorder/player, VCR, television, overhead projector, 35mm camera

Software: Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration

Web Sites: http://www.thehistorychannel.com
http://www.thevirtualwall.org
http://www.teachvietnam.org/

BACKGROUND INFORMATION:

Prior to this lesson the student will understand why the U.S. became involved in the Vietnam War. They will be able to identify key events and people associated with the Vietnam War era and describe the events that led to U.S. military escalation in the Vietnam War. The student will describe the effects of the war on American troops in Vietnam and on the Vietnamese civilian population.

The students should be able to use a variety of media and formats to communicate and present information and use technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction

2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.

3. Key Concepts Clipboard Activity -This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.

4. Notes - The students write the complete definitions of the key concepts into their notebooks.

5. Show and Tell Activity - Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.

6. Internet Activity - Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include Vietnam War protests, Gulf of Tonkin Resolution, domino theory, containment policy, and Vietnam War.

7. Guest Speaker - Invite two people, representing opposing viewpoints, to speak to the class concerning life in America during the turbulent Vietnam War era. Students will ask questions that pertain to their Internet activity assignment.

8. Student Reports - Students will present the results of their oral interviews, graphic organizers, power point presentations, posters, mobiles, collages, and timeline activities that address life in America during the Vietnam War era.

9. Summarize and review - Review Key Concepts.

10. Teacher Made Test - Multiple choice and open response items that test the student's knowledge and understanding of life in America during the Vietnam War.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student that is tutoring.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.
5. Oral presentations for auditory learners - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities to make learning fun and to teach to the different learning styles.
8. Cooperative grouping - Students are placed in groups to work on projects, to play games, and to do research.
9. Graphic organizers –These learning tools help students make their learning visual. Excellent activity for visual learners.
10. Auditory taping - Taping is done by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one on one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology -The computer is used to reinforce skills. Such programs include *Compass* and *Skillsbank*.
13. Student response mode - Students demonstrate mastery of skills by using different response modes (verbal, written).
14. Note taker – A peer uses NCR paper is used to take sets of notes for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Bell ringer key concept activity
Key concepts clip board activity
Key concepts notes
Interview outline
Teacher made test/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios -Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that

the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment.*

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests - Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, or collages that display the conflict that erupted in the U.S. during the Vietnam War era.

2) Time line projects that portray events and activities that occurred during the Vietnam War. Use *TimeLiner* software, if available.

3) Oral reports or power point presentations. Working in pairs, students create projects that present the differing viewpoints of Americans during the Vietnam War era, the music, the counterculture, the student protests, the drug scene, and the sexual revolution.

4) Interview. Students will question individuals about their experiences in the U.S. during the Vietnam War era. The interview may be tape recorded, videoed, or written using the interview format sheet.

5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the Vietnam War Key Concepts or for specific projects concerning the tumultuous events that occurred in the U.S. during the Vietnam War.

6) Students will construct graphs and charts that depict various statistics concerning America's involvement in the Vietnam War.

7) Students will create cartoons that illustrate the opposing viewpoints found in America concerning the Vietnam War.

8) Students will complete a graphic organizer identifying, describing, and analyzing the shocking events that occurred in 1968. Use *Inspiration*, if available.

9) Students will debate the opposing viewpoints held by the "hawks" and the "doves" during the Vietnam War era.

10) Students will research pro-war and anti-war songs and report on what the lyrics of these songs imply about the popular opinion during the war.

LESSON DEVELOPMENT RESOURCES:

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century*. Evanston, Illinois: McDougal Littell.

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present*. Needham, Massachusetts: Prentice Hall.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865*. New York: Glencoe/ McGraw Hill.

REFLECTIONS:

The students were fascinated with the Vietnam War unit. They all know Vietnam veterans; therefore this unit was particularly interesting to them. They were able to empathize with the soldiers that were drafted and also with the student protestors due to age similarities.

The students had many real life stories to share about the war that had been related to them by parents, relatives, and members of the community that had experienced this era of history.

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment*. A detailed project is an excellent activity to use after the GEE21.

CONTACT INFORMATION:

Ann Trappey, Kentwood High School, anntrappey@yahoo.com

LESSON III

BELL RINGER ACTIVITY

1. Vietnam Protests - 1965 - 1971 - Anti-war demonstrations in which the American public protested against the Vietnam War.

2. Kent State University, Ohio - 1970 - Antiwar protest ended with 4 students dead after throwing rocks at the National Guard.

3. Gulf of Tonkin Resolution - President Johnson was given unlimited power to conduct operations in Vietnam.

4. War Powers Act - The President cannot send troops into action for longer than 90 days without authorization of Congress.

5. Domino Theory - Pres. Eisenhower - 1954 - The theory that if one nation falls under Communist control, nearby nations also will fall under Communist control.

6. Containment Policy - The strategy used by the US to block (contain) the spread of Soviet influence.

7. Vietnam War - The USA was involved militarily in Vietnam from 1961 - 1973. The US was unable to prevent North Vietnam from overrunning South Vietnam. 58,000 American lives were lost.

8. Vietnamization - Strategy used by President Nixon to end U.S. involvement in Vietnam.

9. Vietcong - South Vietnamese Communists who fought against the government of South Vietnam during the Vietnam War.

10. Ho Chi Minh Trail - The Communists supplied arms to the Vietcong through a network of paths along the border of Vietnam, Laos, and Cambodia.

11. Hawks - Americans who argued for increased military action in Vietnam.

12. Doves - Americans who urged the U.S. to seek peace by reducing military activities in Vietnam.

13. The Living - Room War - Nightly news footage of combat appeared in millions of homes throughout America. The television scenes showed images of Americans in body bags and bloody combat scenes. These scenes heightened the nation's concern about the war.

14. Agent Orange - American planes dropped a leaf-killing toxic chemical that devastated the landscape of Vietnam. It was used to expose Vietcong hideouts.

15. Tet Offensive - In 1968, the Vietcong launched a massive surprise attack on South Vietnamese towns and cities.

16. Democratic National Convention - 1968-Chicago - 10,000 protestors rioted at the convention. Chaos erupted. The protestors shouted, "The whole world is watching!" as police attacked demonstrators.

17. Henry Kissinger - Secretary of State under President Nixon. He served as the top negotiator in Vietnam.

18. 17th parallel - Latitude line that divided North and South Vietnam following WWII.

Vietnam Process	Kent State University	Gulf of Tonkin Resolution	War Powers Act	Domino Theory	Viet Cong
1965-1971 Anti-war demonstrations in which the American public protested against the Vietnam War.	1970-Antiwar protest ended with 4 students dead after throwing rocks at the National Guard	President Johnson was given unlimited power to conduct operations in Vietnam	The President cannot send troops into action for longer than 90 days without authorization of Congress	1954—The theory that if one nation falls under Communist control, nearby nations will also fall under Communist	South Vietnamese Communist that fought against the government of South Vietnam during the Vietnam War.

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The Communists supplied arms to the Vietcong through a network of paths along the border of Vietnam, Laos, and Cambodia.	The strategy used by the US to block (contain) the spread of Soviet influence.	The USA was involved militarily in Vietnam from 1961-1973. The US was unable to prevent North Vietnam from overrunning South Vietnam. 58,000 American lives were lost.	Strategy used by President Nixon to end US involvement in Vietnam	Americans who argued for increased military action in Vietnam.	Americans who urged the US to seek peace by reducing military activities in Vietnam
Ho Chi Minh Trail	Containment Policy	Vietnam War	VIETNAMIZATION	Hawks	Doves

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The Living Room War	Agent Orange	Tet Offensive	Democratic National Convention	Henry Kissinger	17th Parallel
Nightly news footage of combat appeared in millions of homes throughout America. The television scenes showed images of Americans in body bags and bloody combat scenes, which heightened nation's concern about the war.	Americans planes dropped a leaf-killing toxic chemical that devastated the landscape of Vietnam. It was used to expose Vietcong hideouts.	In 1968, the Vietcong launched a massive surprise attack on South Vietnamese towns and cities.	1968-Chicago 10,000 protesters rioted a the convention. Chaos erupted. The protesters shouted, "The whole world is watching!" as police attacked demonstrators.	Secretary of State under President Nixon. He served as top negotiator in Vietnam.	Latitude line that divided North and South Vietnam following WWII.

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Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: Having Fun with Primary Sources

PRIMARY SUBJECT AREAS: United States History

GRADE LEVEL: 11

OVERVIEW: This lesson introduces the use of primary sources-what they are, their great variety, where they may be located, and how they can be analyzed. The lesson distinguishes between primary and secondary sources.

Opportunities for investigation, inquiry, and research of social studies concepts will be provided in this lesson. Analyzing, evaluating, and synthesizing are higher order thinking skills that will be addressed.

The lesson also analyzes the causes, developments, and effects of the Great Depression. Economic causes (e.g., over-production, under-consumption, unequal distribution of income, over speculation, protective tariffs), psychological causes (e.g., pessimism, panic), the presidential election of 1932, the New Deal, the New Deal leaders, legislation, and policies are United States History Key Concepts that are addressed in this lesson.

APPROXIMATE DURATION: one 50-minute class period

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

History: Time, Continuity, and Change
H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal

World History:
H-1C-H13 analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts

Economics:
E-1C-H1 explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate

E-1C-H2 explaining how interest rates, investments, and inflation/deflation, impact the economy

E-1C-H3 analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy

E-1C-H4 explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy

Geography:

G-1D-H2 examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges

G-1D-H4 evaluating policies and programs related to the use of natural resources

Historical Thinking Skills:

H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity

H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context

H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources

H-1A-H4 utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues

H-1A-H5 conducting research in efforts to analyze historical questions and issues

H-1A-H6 analyzing cause-effect relationships

TECHNOLOGY STRATEGIES:

http://www/DOE/asps/home.asp?I=LCET

Technology Communication Tools *(Communication Foundation Skill)*

Technology Problem Solving and Decision Making Skills (Problem Solving Foundation Skill)

Technology Productivity Tools (Resources Access and Utilization Foundation Skill)

Social, Ethical, and Human Issues (Citizenship Foundation Skill)

Basic Operations and Concepts

Technology Research Tools (Linking and Generating Knowledge Foundation Skill)

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

OBJECTIVES:

1. The learner will analyze the causes of the Greater Depression and its impact on American society.

2. The learner will evaluate the expanding role of government as a result of the Great Depression and the New Deal, and assess the effects of the New Deal legislation.
3. The learner will use primary sources to write essays about a primary source document and explain how the source supports or disputes a commonly accepted belief about a time in history.
4. The learner will use primary source documents to create presentations (oral and visual), displays, and projects that highlight an historical topic.

MATERIALS:

Social Studies Teachers' Guide to Statewide Assessment
Key concepts bell ringer activity
Key Concepts clipboard manipulatives
Key Concepts game
Guest speakers
Librarian
Textbook
Teacher made test

TECHNOLOGY CONNECTIONS:

Hardware: Video camera, digital camera, computers, scanner, printer, tape player/recorder, VCR, overhead projector, CD player, Internet, television, 35mm camera

Software: Britannica Software Encyclopedia Britannica 2002, Grolier 2001 Grolier Multimedia Encyclopedia Deluxe, and Microsoft Encarta Encyclopedia 2000 Full Product CD-Rom 1U, TimeLiner, Inspiration, Word processor, Spreadsheet such as Excel

Web Sites:

Louisiana's Division of Historic Preservation
http://www.avalon.nf.ca/heritage/links.htm

National Trust for Historic Preservation
http://www.nthp.org

Learning Through Architecture
http://whhy.org/aie/aie.html

Teaching with Historic Places on the Web
http://www.cr.nps.gov/nr/twhp

Library of Congress
http://www.loc.gov

American Memory: Historical Collections for the National Digital Library
http://memory.loc.gov/

Repositories of Primary Sources
The University of Idaho Library of Special Collections and Archives Provides a listing of over 4200 Web sites describing holdings of manuscripts, archives, rare books, historical photographs and other primary sources.
http://www.uidaho.edu/special-collections/Other.Repositores.html

Do History
http://www.dohistory.org/home.html

Civil War Women: Primary Sources on the Net
http://odyssey.lib.duke.edu/women/cwdocs.html

Archiving Early America
http://earlyamerica.com/

The Martin Luther King, Jr. Papers Project at Stanford University
http://www.stanford.edu/group/king/

Presidential Speeches
http://odur.let.rug.n./~usa/P/

BACKGROUND INFORMATION:

Prior to this lesson the student should be able to identify and describe the causes and consequences of global depression following World War I, the major domestic problems that faced the United States at the end of World War I, and the signs that foreshadowed the economic troubles ahead for the United States and the world.

The student should be able to use a variety of media and formats to communicate and present information and have a working knowledge of the use of technology tools to enhance learning, increase productivity, and promote creativity.

LESSON PROCEDURES:

1. Introduction
2. Key Concepts Bell Ringer Activity - Activity that enforces classroom management and organization, addresses the different learning modalities of students, and reinforces the Key Concepts that coincide with the Benchmarks that are assessed, (*Social Studies Teacher's Guide for Statewide Assessment*). Upon entering the classroom, the students immediately begin working on the Key Concepts that are defined and found on the overhead projector. The bell ringers are a shortened version of the Key Concept that focuses on the main points of the definition.

3. Key Concepts Clipboard Activity -This activity further strengthens the Key Concepts that are addressed in the *Social Studies Teacher's Guide for Statewide Assessment*. The clipboards are manipulatives that contain the Key Concepts on one side and the definitions to those concepts on the opposite side. The definitions touch on the main point of the definition. (See clipboard) This activity also addresses the various learning modalities of the students.
4. Notes. The students write the complete definitions of the Key Concepts into their notebooks.
5. Show and Tell Activity. Discussion of Key Concepts and their definitions. Pictures, photos, artifacts, short video clips, primary source readings pertaining to the Key Concepts and this era of history are displayed, passed around the class, and discussed.
6. Primary Source Readings/Special Reading Assignments - Selected primary source readings and special selections are read and discussed.
7. Internet Activity. Students will research assigned topics that address the Key Concepts for this Benchmark. Such areas of research include the Stock Market Crash, the New Deal, the relief, recovery, reform programs (e.g., WPA, CCC, AAA, SSA, FDIC), the fireside chats, Herbert Hoover, and Franklin Roosevelt.
8. Guest Speaker. Invite a person who experienced life in America during the Great Depression to speak to the class. Students will ask questions that pertain to their Internet activity assignment.
9. Student Reports. Students will present the results of their oral interviews, graphic organizers, power point presentations, posters, collages, mobiles, and timeline activities that address America during the Great Depression.
10. Summarize and review. Review Key Concepts.
11. Teacher Made Test. Multiple choice and open response items that test the student's knowledge and understanding of America during the Great Depression.

ACCOMMODATIONS/MODIFICATIONS:

1. Extended time - Students are given extra time to complete tests, assignments, projects, etc.
2. One-on-one teaching/learning - Individualized attention is given to the student with exceptional needs.
3. Peer tutoring - Fellow students tutor students with exceptional needs. This form of instruction reinforces the knowledge of the student who acts as the tutor.
4. Re-teaching for other modalities - Various forms of teaching methods are used to reach the different learning styles found in a classroom.
5. Oral presentations for auditory learners - Discussions, lectures, student reports, videos, tapes, interviews, and guest speakers serve to reinforce learning for the auditory learner.
6. Teaching in one modality and re-teaching in another - Different teaching techniques are used to successfully teach the different learning styles and meet the needs of the exceptional students.
7. Multi-sensory teaching - Hands on activities are used to make learning fun and to teach to the different learning styles.

8. Cooperative grouping - Students are placed in groups to work on projects, play games, and to do research.
9. Graphic organizers - Graphic organizers help students to make their thinking visible. Excellent activity for visual learners.
10. Auditory taping - Auditory taping is recorded by the teacher, Para educator, or peer for students with auditory disabilities as well as for auditory learners.
11. Para assistance - Para educators work one-on-one with a specialized group of students as the teacher continues with the remainder of the class.
12. Assistive technology - The computer is used to reinforce skills. Such programs included *Compass* and *Skillsbank*.
13. Student response mode-Students demonstrate mastery of skill by using different response modes (verbal, written).
14. Note taker - NCR paper is used to take sets of notes by a peer for the student with exceptional needs.

REPRODUCIBLE MATERIALS:

Bell ringer key concept activity
Key concepts clip board activity
Key concepts notes
Interview outline
Teacher made test/Answer sheet

ASSESSMENT PROCEDURES:

Portfolios - Portfolios are a collection of samples of a student's work. These samples give a clearer picture of a student's achievements and progress. Portfolios may include projects, samples of work, tests, writing samples, artwork, student interviews, self-portraits, etc.

Rubrics - Rubrics as assessment tools are used as standards against which a student's work can be measured. The rubric is used to identify the qualities that the teacher expects to see in responses at several points along a scale. See *Scoring of LEAP 21* pages 77-79 in *Social Studies Teacher's Guide for Statewide Assessment.*

Research projects - Research projects are assessment tools that allow students to demonstrate their understanding of concepts and to apply the knowledge and skills that they have acquired. Usually an extended period of time is given to complete the project.

Checklists - Checklists are lists of things that are checked off by the observer in the course of the observation of a performance. Checklists are used to document standards and benchmarks that are attained and to keep a running list of what has been accomplished by the learner.

Anecdotal records and observations - Anecdotal records and observations are documented records of skills and behaviors. These observations and notes keep an ongoing record about a student's growth and progress.

Teacher-made tests -Teacher-made tests are evaluative devices that measure an examinee's performance in a specified domain and are scored using a standardized process. These tests are based on objectives and the content of a unit or course of study.

Group projects - Group projects allow the opportunity for cooperative learning. Members of the group are evaluated as a member of the group. It provides the student the opportunity to assess interpersonal skills.

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EXPLORATION AND EXTENSION:

1) Art projects such as posters, mobiles, collages that display life in America during the Great Depression.

2) Time line projects that portray events and activities that occurred on the home front from 1929-1941. Use *TimeLiner* software, if available.

3) Oral reports or Power Point presentations. Working in pairs, students create projects that depict life in America during the Great Depression, the economic and psychological causes of the Great Depression, the Stock Market Crash, the Presidential election of 1932, the New Deal relief, recovery, reform programs, the New Deal leaders, or legislation and policies of the Great Depression era.

4) Interview. Students will question individuals about their experiences of day-to-day life in the U.S. during the Great Depression era. The interview may be tape recorded, videoed, or written using the interview format sheet.

5) Cooperative grouping. Have students arrange their desks in groups of four. Cooperative grouping may be used for playing games that use the Great Depression Key Concepts or for specific projects concerning every day life in the U.S. during the Great Depression.

6) Students will construct graphs and charts that depict various statistics concerning America on the home front from 1929-1941. A spreadsheet such as *Excel* can be used.

7) Students will create cartoons that illustrate life in America during the Great Depression.

8) Students will complete a graphic organizer identifying, describing, and analyzing government programs that were created to bring relief, recovery, and reform to America during the Great Depression. *Inspiration* software is a good graphics organizer program.

9) Students will select primary source documents/artifacts/objects that create a display about an historical topic.

10) Students will prepare a visual display that depicts important points that are gained from the primary sources under study.

RESOURCES:

Cayton, A., Perry, E., & Winkler, A. (1998). *America: Pathways to the Present.* Needham, Massachusetts: Prentice Hall.

Danzer, G., Klor de Alva, J., Krieger, L., Wilson, L., & Woloch, N. (1999). *The Americans: Reconstruction through the 20th Century.* Evanston, Illinois: McDougal Littell.

Ritchie, Donald A. (1999). *American History: The Modern Era Since 1865.* New York: Glencoe/ McGraw Hill.

The Louisiana State Archives
3851 Essen Lane
P.O. Box 94125
Baton Rouge, LA 70804

Department of Culture Recreation and Tourism

Division of the Arts
Maida Owens, Folklore Coordinator
P.O. box 44247
Baton Rouge, LA 70404
(225) 342-8180

Division of Archaeology
Nancy Hawkins, Public Outreach and Education Coordinator
P.O. Box 44247
Baton Rouge, LA 70404
(225) 342-8170

The USS Kidd and Nautical Center
305 South River Road
Baton Rouge, LA 70802
(504) 342-1942

The National D-Day Museum
945 Magazine Street
New Orleans, LA 70130
(504) 567-6012

School Library (Donated to every high school in Louisiana, 2000)

Our Mothers Before Us (Historical Document Collection)
National Archives
7th and Pennsylvania Avenue NW
Washington, DC 20277-5415

The Louisiana Preservation Alliance
P.O. Box 1587
Baton Rouge, LA 70821
(225) 344-6001

Teaching with Historic Places
National Register of Historic Places
National Park Service
U.S. Dept. of the Interior
1849 C Street, N.W.
Washington, D.C. 20240
(202) 343-9536

National Trust for Historic Preservation
1785 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 673-4000

The Historic New Orleans Collection
Kemper and Leila Williams Foundation
533 Royal Street
New Orleans, LA 70130
(504) 523-4662

READING

Craver, Kathleen W. USING INTERNET PRIMARY SOURCES TO TEACH CRITICAL THINKING SKILLS IN HISTORY. Westport, CT: Greenwood Press, 1999.

Harper, Marily. INCLUDING HISTORIC PLACES IN THE SOCIAL STUDIES CURRICULUM. ERIC Digest. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1997. ED 415 178.

Kobrin, David. BEYOND THE TEXTBOOK: TEACHING HISTORY USING DOCUMENTS AND PRIMARY SOURCES. Portsmouth, NH: Heinemann, Inc., 1996. ED 396 981.

Lynn, Karen. TEACHING WITH DOCUMENTS: A BIBLIOGRAPHY. Washington, D.C. Natinal Archives and Records Administration, 1991.

ED 339 626

Milbury, Peter and Brett Silva. "Primary Based Learning, Primary Sources, and Information Literacy. MULTIMEDIA SCHOOLS 5 (September-October 1998): 40-44. EJ 445 194

REFLECTIONS:

After teaching this lesson, I have found that I was able to meet the many different modalities that are found in a classroom. The bell ringer and clipboard activities address the needs of the tactile/kinesthetic learner. The many different photos, videos, Internet sites, and artifacts meet the needs of the visual learner. The stories, videos, student interviews, presentations, and guest speakers meet the needs of the auditory learner.

The students were very interested in life in America during the Great Depression. They were fascinated by the hard times that people endured from 1929-1941. The many primary sources, videos, photos, and interviews made this era of history come alive.

The use of primary sources to enhance critical thinking activities was most beneficial. The students were able to visualize life in America during the Great

Depression through the many artifacts, photos, video clips, diaries, interviews, memos, and images.

The interviews were very successful. Many of the students interviewed great grandparents, great aunts, great uncles, and elderly members of the community. The students learned so much from these personal interviews. They now understand why many of this generation are so frugal.

The elderly enjoyed the attention that they receive during the interview. The interviews foster relationships and friendships between my students and the interviewees.

Each year I learn something from these interviews. It is wonderful to hear the human side of what it was like to live in America during the Great Depression.

Because the GEE21 is given early in March, I have found that I am very rushed to cover all of the material that is mandated by the *Social Studies Guide for Statewide Assessment.* A detailed project is an excellent activity to use after the GEE21.

CONTACT INFORMATION:

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anntrappey@yahoo.com

Key Concepts

Great Depression, 1929-1941:

Economic causes:

Over production - The 1920s were very prosperous years for the United States. Business owners became too hopeful. Industry expanded too rapidly and produced more than it could sell. Farm prices fell and farmers compensated by boosting production. This over-production only depressed prices further.

Under-consumption - The purchasing power of the American consumer was not great enough to buy all of the goods that were being produced. Farmers were not able to purchase their share of America's industrial output because of falling prices of agricultural products. Foreign countries also were unable to purchase American products because of war debts, tariff barriers and reparations.

Over-speculation - The prosperity of the 1920s caused prices to rise. More and more people began speculating in the stock market. After the stock prices would go up, they would sell the stocks for a profit.

Protective tariff - In 1930 the Hawley-Smoot Tariff was enacted. It established the highest protective tariff in United States history, worsening the depression in America and abroad.

Unequal distribution of wealth - During the 1920s the economy of the United States was terribly out of balance. Giant corporations, and not small businesses, dominated the American industry. A vast percentage of personal wealth was concentrated in a few American families. About 80% of all American families had no savings at all. 71% of Americans earned less than $2,500 a year.

Psychological causes:

Pessimism, panic - Hopelessness and loss of confidence affected the American people. 25% of all of the nation's workers were unemployed. Thousands of businesses were bankrupt; thousands of banks were closed; and farmers were in revolt.

Events

Stock Market Crash, October 29, 1929 - The prosperity of the 1920s came to a screeching halt on October 29, 1929 with the collapse of the stock market. The stock market crash was a symptom, not a cause, of the Great Depression.

1932 presidential election - Herbert Hoover was nominated by the Republicans for a second term. The Democrats choose Franklin D. Roosevelt as their

candidate. Roosevelt carried the country, and the Democrats won control of both houses of Congress.

F.D.R. - Franklin Delano Roosevelt became the nation's thirty-second President during the midst of the Great Depression. A tremendous majority returned him to office in 1936. In 1940 he ran for a third term and won. In 1944 Roosevelt was again re-elected. He died in April of 1945, shortly after the start of his fourth term.

New Deal - Roosevelt called for a "new deal" for the "forgotten man at the bottom of the economic pyramid." He launched his program of relief, recovery, and reform. The objectives of the New Deal were to provide emergency assistance to the needy, to end the existing depression, and to prevent similar problems from happening in the future.

1st 100 Days - From March 9 to June 16, 1933 is known as the First One Hundred Days of the Roosevelt administration. Bills were passed during this time that addressed the most pressing issues in the nation. This legislation showed the American people that Roosevelt was serious about giving the American people a New Deal.

New Deal Legislation:

a) Works Progress Administration (WPA)1935 - Created as many jobs as possible as quickly as possible in every field, from art to construction.

b) Civilian Conservation Corps (CCC) 1933 - Provided jobs for single young males on conservation projects.

c) Agricultural Adjustment Administration (AAA) 1933 - Aided farmers and regulated crop production.

d) Social Security Act (SSA) 1935 - Provided funds for retirement, unemployment insurance, and aid for children, the elderly, and the disabled.

e) Federal Deposit Insurance Corporation (FDIC)1933- Protected bank deposits up to $5,000.

Important Individuals

Eleanor Roosevelt - Franklin Roosevelt's wife. Eleanor was his closest advisor. F.D.R. depended on Eleanor to meet with the American people because of his limited movement due to paralysis. In 1933 Eleanor traveled more than 40,000 mile in support of the President. She was an active reformer and frequently attacked injustice.

Francis Perkins- The first woman to hold a Cabinet position. F.D.R. appointed Perkins to the position of secretary of labor. She held the position until 1945. Perkins was also a member of the brain trust.

Huey Long, "the Kingfish" - The former governor and senator from Louisiana. Long appealed to the struggling workers and farmers. Long was a serious critic of the New Deal program. He worked to improve education, medical care, and public services. Long was eager to become president. His message was to" share the wealth" so that " every man could become a king". He promised every American family an income of $5,000 a year. In 1935 Long was assassinated.

Black Cabinet - F.D.R. called together a group of African Americans to advise him. This group became known as the Black Cabinet. Mary McLeod Bethune and Ralph Bunche were among the members of the Black Cabinet.

Brain Trust - The group of able advisors that helped F.D.R. plan the New Deal and formulate new policies. This group was called the Brain Trust because its members were composed of college professors, lawyers, and economists.

Other legislation/policies:

Amendment 20 - "Lame Duck" Amendment, 1933

Section 1 states that a defeated candidate who holds office after his or her replacement has been elected has little influence and is called a "lame duck." This amendment shortens the time in office of "lame ducks."

Section 2 states that Congress is to meet at least once a year.

Section 3 says that if the President-elect should die before January 20 or fails to qualify, the office of President is to be filled temporarily by the Vice President.

Section 4 gives Congress the power to decide what to do in the event that a Presidential candidate dies when the House must decide the election. Congress may also make a determination in similar cases when a candidate dies and the Senate must elect a Vice President.

Amendment 21- National Prohibition Repealed,1933

Section 1 of Amendment 21 repealed the 18th Amendment.

Section 2 says that states may prohibit the sale of alcoholic beverages.

Good Neighbor Policy - F.D.R. entered office in 1933 promising that the United States would be a "good neighbor" in world affairs. This promise signified a change in U.S. relations with Latin America. F.D.R. proclaimed that the U.S. would no longer take the role of "police" in the Western Hemisphere. He stated that a problem that affected the nations of the New World would become "the joint concern of a whole continent in which we are all neighbors." He also stated that America's intention was to act

as a "good neighbor" and that the U.S. would treat the other American republics as equals.

Court Packing Plan, 1935 - F.D.R. proposed that the President should have the power to increase the size of the Supreme Court from nine to fifteen members as a result of the Supreme Court striking down the National Recovery Act and other New Deal programs. He announced that the Court needed more and younger justices. The American public reacted with a storm of protest. The public saw this as a threat to the separation of powers. The American people called it "packing" the Court.

GREAT DEPRESSION INTERVIEW

1. Name
2. Phone number
3. Address
4. Age in 1939
5. Residence during the Great Depression
6. What do you remember about the Great Depression?
7. Did you or any member of your family work in one of the New Deal programs? If so, identify the program and tell what type of work the interviewee did.
8. Did you ever see anyone standing in a bread or soup line? What do you remember about these lines?
9. Did you or anyone in your family lose money in the stock market crash or in a bank closure? If so, describe what happened.
10. What do you remember about the hard times of the Great Depression?
11. Were you ever hungry during the Great Depression? Explain your answer.
12. Did you ever hear FDR give a "fireside chat? If the answer is "no," explain why? If the answer is "yes," describe what the interviewee remembers about these talks to the American people.
13. Describe the prices of clothing, food, shoes, and movies during the Great Depression.
14. Describe Christmas time during the Great Depression.
15. Thank the interviewee for answering your questions.

GREAT DEPRESSION TEST

I. MULTIPLE CHOICE. *SELECT THE CORRECT ANSWER.*

1. New Deal program that built dams in the Tennessee Valley.
   a. CCC b. NRA c. TVA

2. New Deal program that provided funds for retirement, unemployment insurance, aid for children, the elderly, and the disabled.
   a. SSA b. TVA c. CCC

3-Huey Long's program to end the Great Depression.
   a. New Deal b. Alphabet Soup c. Share the Wealth

4-New Deal program that provided jobs for young single males on conservation projects.
   a. CCC b. WPA c. SSA

5-All of the following are economic causes of the Great Depression EXCEPT:
   a. over speculation b. over production c. optimism

II. OPEN RESPONSE QUESTIONS

1. Identify the "3 R's of FDR'S New Deal.

2. Identify 3 of FDR'S New Deal programs and describe the purpose of each.

3. The Great Depression lasted through several decades. Identify these decades. Describe the event that ended the Great Depression.

4. Identify and explain two causes of the Great Depression.

ANSWERS TO MULTIPLE CHOICE QUESTIONS

1-c
2-a
3-c
4-a
5-c

Clipboard Activity

1 **Works Progress Administration** **WPA** Created emergency jobs as possible as quickly as possible over every field, from arts construction. 1	2 **Civilian Conservation Corps** **CCC** Provided jobs for single young males on conservation projects 2	3 **Agricultural Adjustment Act** Aided farmers and regulated crop production. 3	4 **Federal Deposit Insurance Corporation** **FDIC** Protected bank deposits up to $5,000 4	5 **Social Security Act** **SSA** Provided funds for retirement, unemployment insurance and aid for children, the elderly, and the disabled 5
6 **Amendment 20** "Lame Duck" Amendment. This amendment shortened the time for office for "lame ducks." 6	7 **Amendment 21** Amendment that repealed national prohibition 7			
8 1) Over-production 2) Under consumption 3) Over speculation 4) Protective tariff 5) Unequal distribution of wealth	Economic causes of the Great Depression 8			

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Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: The Five Themes of Geography

PRIMARY SUBJECT AREAS: Geography

GRADE LEVELS: 9 - 12

OVERVIEW: Geography is more than learning many names and places. The five themes of geography are location - absolute or relative; place – the unique physical or human characteristics of a place; human-environment interaction – how people use and change their environment; movement – how people, goods, and ideas move between places; and regions – how the world can be divided according to places with shared characteristics.

APPROXIMATE DURATION: one 50-minute class period

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

Geography

G-1B-H1 determining how location and social, cultural, and economic processes affect the features and significance of places

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

History

H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity

TECHNOLOGY STRATEGIES:
http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

Technology Communication Tools *(Communication Foundation Skill)*

- Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.
- Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences.

Technology Problem-Solving and Decision-Making Tools ***(Problem-Solving Foundation Skill)***

- Students use appropriate technology resources for solving problems and making informed decisions.
- Students employ technology for real world problem solving.
- Students evaluate the technology selected, the process, and the final results through the use of informed decision-making skills.

Technology Research Tools ***(Linking and Generating Knowledge Foundation Skill)***

- Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

INTERDISCIPLINARY CONNECTIONS:

NA

OBJECTIVES:

1. The learner will define the term *geography*.
2. The learner will identify the five themes of geography.
3. The learner will give examples of applications of the five themes.

MATERIALS:

World Geography Building a Global Perspective, Prentice Hall, Inc. Upper Saddle River, New Jersey, 1998.

Video: *Five Themes of Geography*, National Geographic, 1992. http://www.nationalgeographic.com/education/teacher_store/products/WE51515.html

Pictures from magazines representing the 5 themes
http://magma.nationalgeographic.com/ngm/0206/features.html
http://plasma.nationalgeographic.com/mapmachine/
http://www.gibnet.com/tourist/history.htm
http://www.gibnet.com/tourist/basics.htm

TECHNOLOGY CONNECTIONS:

Hardware: Computers with Internet connection

Web Sites:

http://magma.nationalgeographic.com/ngm/0206/features.html
http://plasma.nationalgeographic.com/mapmachine/
http://www.gibnet.com/tourist/history.htm
http://www.gibnet.com/tourist/basics.htm

BACKGROUND INFORMATION:

This is the initial topic covered in high school level World Geography. Some prior knowledge is highly desirable, such as knowing the seven continents, some geographic features of the earth, and map basics, but all of these should be covered in a good course.

LESSON PROCEDURES:

Teacher will lecture

What is Geography? Geography comes from a Greek word meaning "writing about," the earth. Geography is the study of where people, places, and things are located and of the ways in which things relate to each other. Geography provides a way to discover and organize information regarding many aspects of the world. It explores the earth's surface and the various processes that shape it. Geography also examines the people of the world, their distinct cultures and economies, and the complex relationships that develop between people and their environments.

Ask questions:

1. Why is Texas among the fastest-growing states? *(movement)*
2. How many professional sports teams does San Francisco have? *(place)*
3. Is Michigan part of the Rust Belt? *(region)*
4. Where is Zanzibar? *(location)*
5. How did the inventions of the refrigerated train car affect farmers? *(interaction)*

By studying how people and natural phenomena interact at specific places and by examining movement between places, geographers can better understand the ways in which each of us operates as part of a greater whole.

Why are places on the earth so amazingly different from each other? Five important questions can help organize information about places:

- What is the location of a place?
- What is the character of a place?
- How do people interact with the natural environment of a place?
- How do people, goods, and ideas move between places?
- How are places similar to and different from other places?

Each of these questions is related to one of five themes that geographers use to organize their study of the world. The five themes are location, place, human-environment interaction, movement and regions. Each theme offers a way of looking at the world and its people. The themes are not mutually exclusive. To thoroughly understand a place or problem, you need to know how the different themes relate to each other.

Geographers studying a place usually begin by finding its location, which is described in either absolute or relative terms.

LOCATION Where is a place? One way to answer this question is by describing its absolute location – its position on the globe. The most common way to do this is to use the imaginary lines marking positions on the surface of the earth. The Equator is such a line. It circles the globe halfway between the North and South poles, and divides the world into two halves, or hemispheres. All of the land and water between the Equator and the North Pole is located in the Northern Hemisphere, and everything between the Equator and the South Pole is located in the Southern Hemisphere.

Access website below to point out hemispheres

http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=world&Rootmap=&Mode=d&SubMode=w

imaginary lines that run parallel (equal distances apart at all points) to the Equator are called lines of latitude. They measure distances 0° to 90° north and south of the Equator. The earth is tilted about 23.5° and the Tropics of Cancer and Capricorn at 23.5°. North and south mark the boundaries of the places on the earth that receive the most direct sunlight and the greatest heat energy from the sun.

Another set of imaginary lines, lines of longitude (meridians) run north and south between the two poles. The Prime Meridian, at 0°, runs through the Royal Observatory in Greenwich, England. Lines of longitude are measure in degrees from 0 to 180 east and west from the Prime Meridian. Lines of longitude are not parallel to each other, as they meet at the poles.

Point out using website above, lines of latitude and longitude

A place's absolute location is where a particular line of latitude meets a particular line of longitude. Let's look at the map. What is the absolute location of New Orleans, La? (30°N, 90.2°W)

Access website below to locate absolute location of New Orleans, LA

http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=usla&Mode=d&SubMode=w

There is an activity here where students may practice finding absolute location. Select *world map*; choose 6 or 7 world capitals. Have students orally find absolute location for 1 or 2 as an example. Then have them write their answers on paper, latitude first, and then longitude.

A place can also be located using its relative location, or where it is located in relation to other places. Atlanta, Georgia, can be described as being in the Western Hemisphere, southeast United States, southwest of Columbia, South

Carolina. A place can have only one absolute location, but many relative locations.

http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=world&Rootmap=&Mode=d&SubMode=w

Access the above website for practice in locating relative location of several places on the map of the world.

PLACE Every place on earth has features that distinguish it from other places – physical and human characteristics. These unique physical characteristics include landforms, vegetation, and climate. They vary around the world. Land may be mountainous, flat, or in between. Vegetation ranges from leafy, tropical, rain forests to sparse, moss-covered tundra. Climate includes not only normal weather patterns, but also more dramatic occurrences like hurricanes, blizzards, droughts, and floods.

How do people live and work; what are their languages, customs and beliefs; how does their economy work; how are they governed? These are human characteristics.

HUMAN-ENVIRONMENT How people use their environment, change it, the consequences of the changes, and their responses to these changes involve the third geographic theme. Humans have made enormous changes in their environment. Some changes are intentional and others are accidental; some are favorable and others are destructive. Because of swimming pools, air-conditioning, irrigation and automobiles, the hot, dry region of the American Southwest is one of the fastest-growing regions in the country. The lack of water in this area may cause problems in the future.

MOVEMENT Because places have different characteristic, it follows that people, goods, and ideas will move between them. Atlanta was established at the end of a section of railroad and served as a major Confederate supply center because of its rail connections. Modern Atlanta still depends on movement. Its transportation links have attracted not only manufacturers, but also companies that handle distribution tasks such as warehousing and trucking. Jobs have helped the city grow.

REGIONS A region is a group of places with at least one common characteristic. Geographers divide the world into many diverse regions. Formal regions are areas in which a certain characteristic is found throughout the area. States, countries, and cities are all political regions. All people are subject to the same laws and are ruled by the same government. The steppe region in Northern Eurasia consists of temperate grasslands with rich soils. Functional regions consist of one central place and the surrounding places affected by it. Functional regions can be defined using several different criteria. The Amazon drainage basin in South America is the region drained by the Amazon River. The Denver, Colorado, metropolitan region consists of the city of Denver plus its surrounding suburbs. Physically, Mexico is part of the North American continental region.

Culturally, Mexico is linked to the Spanish-speaking nations of Central and South America.

http://www.gibnet.com/tourist/history.htm

http://www.gibnet.com/tourist/basics.htm

Use the Five geographic themes to analyze the information about Gibraltar (access information from websites above).

1. Location- What is the absolute location of Gibraltar? Describe Gibraltar's relative location.
2. Place – Describe the characteristics that make the Strait of Gibraltar a unique place.
3. Human – Environment Interaction – Consider the impact people have had on Gibraltar.
4. Movement - Analyze how movement through the Strait of Gibraltar impacts the surrounding area.
5. Region – Determine the common characteristics that identify the region in which Gibraltar is located.

ACCOMMODATIONS/MODIFICATIONS:
N/A

REPRODUCIBLE MATERIALS:
N/A

ASSESSMENT PROCEDURES:
N/A

EXPLORATIONS AND EXTENSIONS:
N/A

RESOURCES:
http://www.connectedteacher.com/newsletter/citeintres.asp

REFLECTIONS:
N/A

CONTACT INFORMATION:
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Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: Choice, Opportunity Cost, and Decisions

PRIMARY SUBJECT AREAS: High School Economics

GRADE LEVELS: 9 -12

OVERVIEW: Scarcity, choice, and cost are sometimes referred to as a basic trilogy of economics, because of the strong interrelationships between these fundamental concepts. Resources are limited, compared to wants; therefore, individuals and families face the problem of scarcity in deciding how to allocate their incomes and their time. All societies must also make choices about how to use their scarce resources. And every economic choice involves an opportunity cost - the foregone opportunity to make a different choice and use resources in a different way.

This lesson provides examples of decision-making involving specific consideration of opportunity costs and trade-offs. A monthly budget is planned and then adjusted because of unexpected expenses.

APPROXIMATE DURATION: two 50-minute class periods

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Economics

E-1A-H1 analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result

TECHNOLOGY STRATEGIES:
http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

INTERDISCIPLINARY CONNECTIONS:
Mathematics

OBJECTIVES:

1. The learner will define the opportunity cost of a decision as the value of the best alternative given up.
2. The learner will analyze tradeoffs involved in making decisions.
3. The learner will analyze the consequences of a choice and determine when those consequences occur.

MATERIALS :

Watts, Michael. Focus: High School Economics, National Council on Economic Education, 2001. Used with permission. From *Focus High School Economics*, Second Edition, copyright (c) 2001, National Council on Economic Education, New York, NY. All rights reserved. For more information on the National Council on Economic Education visit www.ncee.net or call 1-800-338-1192.

Activities 1, 2, and 3, pgs. 4, 5, and 6.

Visuals 1 and 2

TECHNOLOGY CONNECTIONS:

N/A

BACKGROUND INFORMATION:

This is the introductory lesson in teaching economic literacy. No prior knowledge is necessary.

LESSON PROCEDURES:

CHOICE, OPPORTUNITY COSTS, AND DECISIONS

Scarcity, choice, and cost are sometimes referred to as a basic trilogy of economics, because of the strong interrelationships between these fundamental concepts. Resources are limited, compared to wants; therefore, individuals and families face the problem of scarcity in deciding how to allocate their incomes and their time. All societies must also make choices about how to use their scarce resources. And every economic choice involves an opportunity cost – the foregone opportunity to make a different choice and use resources in a different way.

Ask question:

1. How many of you never seem to have enough time to do all of the things you want to do? Imagine that for some reason you find yourselves with an hour of free time today that you did not expect to have. What might you do with this free time?

Write answers on board or on a transparency.

2. Why can't you do all of these things?
   Because time is limited. **Scarcity** is the condition of not being able to have all of the goods and services one wants. Scarcity exists because there

are never enough available resources to produce all the goods and services people want. **Everyone** experiences scarcity.

3. Ask students to write a list of the things they would choose to do, then put an asterisk by their first choice and circle the second choice.

Draw a T – chart on board or transparency and label first column **Choice** and second **Cost**

4. Ask them some of their choices and place them under **Choice** and second picks under **Cost**.

5. Ask students: Why did I place the second choice under cost? In order to get the first choice, you gave up the second choice. In choosing the first option, you lost the opportunity to do the second.

6. Not all of the alternatives are considered **opportunity costs**; only the next-best alternative that was given up when the choice of what to do was made. Different people make different choices and have different opportunity costs.

7. Pass out Activity 1. Divide class into groups. Review instructions and ask them to make their decisions and record them on **Visual 1.** Discuss the following.

8. A **tradeoff** involves giving up some of one thing to get more of another. What tradeoffs did each group make?

9. What was the **opportunity cost** of each group's decision? (second choice in each category)

10. How did group preferences influence decisions? (different preferences resulted in different choices, tradeoffs, and decisions on how to use the funds)

11. In what ways is this problem similar to the "economizing behavior" faced by your family, and in what ways is it different? (**Similar**: Difficult choices must be made, and tradeoffs are necessary because of varying opinions of family members. **Unlike:** You make this decision together as families. Also families make continuous spending decisions concerning food, shelter, clothing, and transportation, as well as entertainment. Family decisions must be considered with respect to their long-run effects as well as immediate impacts.)

Distribute **Activity 2.** Discuss instructions.

12. Students should establish their budgets. Discuss any changes they might have made to the proposed budget.

13. Display **Visual 2**. Tell them they have had some unexpected expenses and must adjust their budgets.

14. A tradeoff involves giving up some of one thing to get more of another. Some tradeoffs must be made.

15. What was the opportunity cost of your decision? (whatever was given up to pay the dental bell and repair the washing machine)

16. Remind them that choices have consequences.

17. Review key points of the lesson.

ASSESSMENT PROCEDURES:

Distribute **Activity 3**. Instruct the students to review the areas of the budget scheduled for possible cuts and write a recommendation for the mayor. They should include in the recommendation the areas of the budget that should be cut, a description of the tradeoffs involved, identification of the opportunity cost, and a summary of the likely future consequences of the recommendation.

ACCOMMODATIONS/MODIFICATIONS:

N/A

REPRODUCIBLE MATERIALS:

Activities 1, 2, and 3
Visuals 1 and 2

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EXPLORATION AND EXTENSION:

Below is a link to an Economics Minute lesson on the National Council on Economic Education website. It is specifically related to this lesson, but there are many more lessons here for opportunities to expand students' knowledge of Economics.

http://www.econedlink.org/lessons/index.cfm?lesson=EM17

LESSON DEVELOPMENT RESOURCES:

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REFLECTIONS:

N/A

CONTACT INFORMATION:

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LESSON ONE

Activity 1
Planning a Dance

Your class has been engaged in various fund-raising projects during the past several years, and you now have a total of $9,635 to spend on a big bash – your last school dance. You may not spend more than this amount on the dance, but you do not have to spend all of it on the dance. Any remaining money can be used for a class project, designed to help your school or community.

You have decided that there are three categories of expenditures for the dance: 1) hiring a band or disc jockey, 2) renting a place to hold the dance, and 3) providing refreshments and decorations. A committee has provided the following information:

Music for the Dance

Cost	
Disc Jockey	
$1000	Pig Sty – cheap but good
2000	Good Vibrations – excellent music selections and sound system
Live Bands	
$2500	Pumkin Chunkin – good progressive country
4000	Angelic Sinners – good hard rock
5000	Our Rage – a popular group featuring rap music
6500	Funky Fugues – nationally known touring group, classic rock and roll

Places Available for DanceCost

$200	School Gym
600	American Legion Hall
1500	Holiday Inn
2000	The Hilton Hotel
3000	The Knob Hill Country Club

Refreshments and decorations for DanceCost

$800	School Service Club prepares sandwiches, chips, etc, and limited decorations
1200	Catered – pizza, wings, sandwich platter and decorations
3000	Catered – pizza, chicken fingers, salad bar, taco bar, pasta bar and neat decorations
5000	Package deal – before-dance meal at a restaurant; good snacks and decorations at dance

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Your task now is to decide, with the other members of your group, which ban or disc jockey to hire, where to hold the dance, what type of refreshments and decorations to provide and how much money to spend on a class project. Your group must select one item from each expenditure category.

Group	Band/DJ	Place	Food	Project
1.	Pig Sty	School Gym	School Service Club	
2.	Good Vibrations	School Gym	Catered $1200	
3.	Good Vibrations	American Legion Hall	Catered $1200	
4.	Good Vibrations	School Gym	School Service Club	
5.	Pig Sty	American Legion Hall	School Service Club	

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Visual 1
Dance Choices

Group	Band/DJ	Place	Food	Project

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Activity 2
Budget Tradeoffs

You are a graduate of a technical community college and have a job as a surgical technician. Your salary for the current year is $2100 per month. Below is a possible budget for you. It is only a proposed budget and you can make changes, but you cannot change the taxes, housing, car payment, and car insurance amount for next month. You may add other budget categories in the spaces provided, if you wish.

Plan your budget for month 1 using the proposed budget as a guide. Your total for the month cannot be more than $2100.

MONTHLY BUDGET

Budget Category	Proposed	Month 1	Month 2
All taxes	$420	$420	$420
Housing (includes utilities, cable TV, local phone)	625	625	625
Food - groceries	250		
Food - eating out	100		
Clothing	85		
Car payment	200	200	200
Car - operation (gas, oil)	65		
Car- insurance	50	50	50
Car- repairs	30		
Medical insurance (deductibles and co-payments)	25		
Entertainment - movies, hanging out, snacks, beverages, etc.	75		
Newspapers, books, magazines	20		
Gifts (birthdays, Mother's Day, etc.)	25		
Savings (for stereo)	100		
Miscellaneous (haircuts, toiletries, laundry, etc.)	30		
TOTAL	$2100	$2100	$2100

1. Did you make any changes in your actual budget for month 1? Explain.

2. What tradeoffs did you make?

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Visual 2

Unexpected Expenses

Month 2

You have an unexpected dental bill of $400. Your dental insurance covers 80%. You owe the dentist $80.

Your washing machine needs repairs. It will cost $60.

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Activity 3
Assessment

The recently elected mayor has inherited a budget deficit. He has asked you as budget director to cut $500,000 from the city's budget. The areas targeted for budget cuts and their current appropriations are below.

Department	Current	Final Budget
Parks and Recreation		
Opening and maintaining six citywide swimming pools	$240,000	
Youth Programs		
Summer work program	200,000	
High school grade incentive program	200,000	
After school athletic program	100,000	
After school tutorial program	100,000	
Public Safety		
Safety patrols		
Downtown business district	50,000	
Five adjacent neighborhoods	75,000	
Police and fire		
Three additional police officers	150,000	
Fire education program	40,000	
TOTAL	**1,155,000**	**$655,000**

Your task is to prepare a recommendation for the mayor. Your recommendation should

- State which areas of the budget should be cut
- Describe the tradeoffs involved
- Identify the opportunity cost of your recommendation
- Summarize the likely future consequences of your recommendation

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Teaching For Results

Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: Saving, Investing, and the Invisible Hand

PRIMARY SUBJECT AREAS: High School Economics

GRADE LEVELS: 9 -12

OVERVIEW: This lesson explains how financial institutions in a market economy channel savings into economic investments. How much people save and how effectively those savings are transformed into good investments are directly related to a nation's economic growth. Historically, economic growth has been the primary way market systems reduce poverty and raise standards of living. Economic growth results from several factors, including technological change that stems from research and development on the one hand, and investments in new capital goods that embody those new technologies on the other hand. Economic growth also depends on how successfully individuals and nations invest in education, training, and other forms of human capital, which also requires saving and a reduction in current consumption levels. Most savings and investment decisions in market systems are made by individuals and businesses.

APPROXIMATE DURATION: one 50-minute class period

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Economics

E-1A-H7	analyzing the roles of money and banking in an economic system
E-1A-H5	explaining the basic features of market structures and exchanges

TECHNOLOGY STRATEGIES:
http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

INTERDISCIPLINARY CONNECTIONS:
N/A

OBJECTIVES:

1. The student will recognize that saving means not consuming all current income, and investment refers to the production and purchase of machines, building, and equipment that can be used to produce more goods and services in the future.
2. The student will explain that personal investments in stocks, bonds, and other financial securities may or may not fund additional real investments in capital goods, depending on whether those personal investments involve the purchase of new issues of stocks and bonds, or purchases previously issued securities in the secondary markets, (such as the New York or American Stock Exchanges, or NASDAQ – the National Association of Securities Dealers Automated Quotations System).
3. The student will identify institutional arrangements that connect saving and investment including banks, the bond market, and new issues of stock sold through the investment banking process.
4. The student will analyze the economic incentives that encourage saving and investing.
5. The student will recognize that self-interested decisions about saving and investment can also have important social benefits.

MATERIALS:

Watts, Michael. Focus: High School Economics, National Council on Economic Education, 2001.

Activities 1 and 2
Visuals 1, 2, 3, 4, and 5

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Learning from the Market Integrating the Stock Market Game(tm) across the Curriculum, National Council on Economic Education, 2000.

Visual 1, The Market for Stocks

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TECHNOLOGY CONNECTIONS:

Web Sites: www.smgww.org

BACKGROUND INFORMATION:

Students do not have to have any prior knowledge.

LESSON PROCEDURES:

The purpose of this lesson is to explain how the financial institutions of a market economy help channel savings to economic investment. This is a key linkage that affects a nation's rate of economic growth. Historically, economic growth has been the primary way market systems reduce poverty and raise standards of living. Economic growth results from several factors including research and development and technological change. It also depends on the levels of saving and investment in physical and human capital, which determine how widely and rapidly new technologies will be used in the economy.

1. Explain that when people save, they do not consume all of their current income. Instead, they set some of it aside. **What are some reasons that some people save?** *Because they wish to purchase something expensive in the future, such as a car, house, vacation, or college education. They want protection against unforeseen events, such as health problems or being laid off. They save for their retirement years.*
2. When people save, they are usually trying to make themselves better off in the future. **But can this saving help others as well? How?** *One person's savings can be loaned to someone else who wants to buy a car or house.*
3. In economic, a distinction is made between the terms "saving" and "investment."

Display **Visual 1**

Explain:

When individuals make personal investment decisions by purchasing stocks and bonds – that decision may or may not provide additional funds for real investments in capital goods, such as factories and machines. Whether the decision results in direct real investment depends on the kind of personal investment, and where and how people buy the securities.

4. People commonly do not understand that the stocks and bonds traded on markets like the New York Stock Exchange are actually secondary (in effect, used or second-hand) securities. Explain that a distinction is made between new issues of stock made through investment banks and the reselling of these shares in the stock markets. Similarly people can buy new issues of bonds from corporations or brokers who are selling those bonds for the corporations, or they may buy a bond that is being sold by an individual, bank, or other firm that purchased the bond earlier, and has now decided to resell it in the bond market. The key point to understand here is that new issues of stocks and bonds generate additional investment funds for the business that issues them (or for the government, if it issues new bonds). But stocks and bonds that are resold in secondary markets do not provide additional funds to the company or organization whose stocks and bonds are traded.

Rather, the seller of the stocks and bonds receives the funds paid by the buyer of the securities.

Display **Visual 2**

5. New corporations that want to raise money to begin operations, and sometimes existing corporations that want to expand, offer new issues of stock to investment bankers in the **primary market.** These companies use the primary market to raise financial capital. Investment banks purchase these new securities and then sell these shares to the public at a somewhat higher price than the banks paid the issuing companies – if the investment banks earn a profit. From that point, on the securities will be traded in the **secondary markets.** The investment banking process saves time and reduces risks for the corporations that issue new shares of stock, and provides an orderly way to bring the shares to the market.

Display **Market for Stocks** chart.

Distribute **Activity 1.**

6. Allow time for students to respond in writing. Then review.
   A. (I)
   B. (P)
   C. (N: consumption)
   D. (I)
   E. (s)
   F. (I for Ford, P for Granny Sara)
   G. (I)
   H. (P)

7. Explain that market economies have developed several different institutional arrangements that channel savings to investment.

Display **Visual 3**. Discuss the following:

A. In the stock market, buyers of stocks are purchasing shares of ownership in a corporation, hoping that their share of the corporation's future profits will make the stocks a good personal investment. People who buy shares of stock hope that the share price will increase, resulting in a financial gain. Many companies also pay out part of their profits to stockholders each year or quarter, as dividend. Corporations issue new shares of stock when they are formed, in order to raise funds to start the business. Some companies also issue new shares of stock when they want to expand the business by constructing new plants or purchasing new equipment. However, most routine sales of stock, such as those made on the New York Stock Exchange or NASDAQ, do *not* generate funds for the companies whose stocks are traded there. Instead, these are secondary

markets where existing share so stock are bought and sold. New issues of stock are sold through investment bankers.

B. In the bond market, those who buy new issues of bonds loan their savings to businesses in exchange for a promise that the amount loaned will be repaid, with interest, by a specified date. Many corporations issue bonds to raise funds when they expand by constructing new plants or purchasing new equipment. Federal, state, and local governments also issue bonds to finance various projects, such as building new schools, jails, or bridges.

C. Banks accept and compete for deposits from savers. Savers expect their deposits to earn interest. Banks use these deposits to make loans to other people and businesses that wish to borrow. The borrowers agree to repay the loans, with interest, at a specified time. Banks pay a lower rate of interest to savers than they charge to borrowers. The difference between the interest paid to savers on deposits and the interest charged on loans to borrowers is one source of income that banks use to pay their costs of operating and (they hope) to earn a profit.

Display **Visual 4**. Review:

Business owners borrow savings from households, using banks or other saving and lending institutions as financial intermediaries. Businesses also provide savings to the market for loanable funds and consumers and governments compete with businesses to borrow the available savings. In the past 75 years only households have been net savers in the U.S. economy. Both business and government have been net borrowers – and businesses actually borrow much more than government. In some years, the government has run a surplus; and in 2001 it was projected to run a surplus over the next decade or more.

8. Distribute **Activity 2**. After students read, ask:

   i. Who makes most decisions about how much to save and invest in a market economy, and about how to save and invest? (*businesses and households*)
   ii. Why are banks and financial markets important to economic growth? (B*anks and other financial intermediaries lend money to help people start and expand business. Financial markets such as bond markets and stock markets also play a critical role in channeling personal savings to business that use these funds to make investments.*)
   iii. Why are individuals in households and business more likely to make saving and investment decisions that advance their own economic interests more effectively than decisions made by government officials? (*A key assumption of a market economy is that individuals in households and business have better information about their own circumstances and objectives than government officials. They also have the strongest incentives to make good investment decision, because they make money*

from good investments, and lose money with bad investments. However, some kinds of investment decisions relate to public rather than private goods and therefore must be made by government officials.)

9. Market economies allow individuals to act in their own self-interest in making most economic decisions.

   i. When savers in households decide to use some of their savings to buy stocks, how are they acting in their own self-interest? (*They hope to gain financially from such decisions, that the value of the stocks they purchase will increase, and that the total return from higher stock prices and any dividends paid on the stock will be more than they could earn in a savings account.)*
   ii. When business owners decide to borrow money or issue shares of stock, how are they acting in their self-interest? *(They hope that their increased production will lead to increased revenues and profits)*

10. Display **Visual 5,** after students read, ask:

    How does Adam Smith's invisible hand apply to the decisions made by people who borrow and save using financial institutions? (W*hile pursuing their own financial self-interest, savers and investors are also making decision that help a market economy grow, provide new jobs and income for workers, and expand the number and types of goods and services produced to sell to consumers.)*

Closure

Pose questions for review:

1. What do economists mean by the term saving?
2. What do economists mean by the term investment?
3. What is the difference between primary and secondary markets for financial securities?
4. What is a bond?
5. What is a stock?
6. What are the major types of markets for financial securities in the U. S. economy?
7. What are financial intermediaries?
8. How does Adam Smith's invisible hand apply to the decisions made by people who borrow and save using financial institutions?

ACCOMMODATIONS/MODIFICATIONS:

N/A

REPRODUCIBLE MATERIALS:

Activities 1 and 2
Visuals 1, 2, 3, 4, and 5
Visual 1, The Market for Stocks

ASSESSMENT PROCEDURES:

Have one group of students contact a reputable stockbroker, if possible one affiliated with a national brokerage company. The students should explain they have learned that the nationally known stock and bond markets are actually "second-hand" or secondary markets, and ask the stockbroker to provide them with a recent example of a new issue of stocks, and a copy of the prospectus for that new issue. They should be sure to find out from the stockbroker:

1. Who issued the new stock?
2. What investment banks originally purchased the new issue of stock from the corporation?
3. How will individual buyers be able to purchase these shares? (Name the exchanges on which the stock is now being traded, if any. If the stock is from a privately held corporation, it may not be traded on any exchange.)

Have another group of students interview a local banker, and ask the banker to explain how deposits from the local community are channeled to those who borrow money (both business and individuals).

Have both groups report their findings to the entire class, pointing out how savings are channeled to investments, and how the local and national economy benefit from this activity.

EXPLORATION AND EXTENSION:

The Stock Market Game, www.smgww.org
The Wall Street Journal

RESOURCES:

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REFLECTIONS:

N/A

CONTACT INFORMATION:

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Visual 1

Saving and Investing

Saving: Not consuming all current income.

Investment:
The production and purchase of capital goods, such as machines, building, and equipment that can be used to produce more goods and services in the future.

Personal investment:

Purchasing financial securities such as stocks and bonds, which are riskier than savings accounts because they may fall in value, but in most cases will pay a high rate of return in the long run that n the interest paid on savings accounts.

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Visual 2

Two Kinds of Markets for Financial Securities

Primary markets: New issues of bonds and corporate stocks are offered for sale to the public by companies or investment banks.

Secondary Markets:
Markets where previously issued stocks and bonds can be bought and sold by individuals and institutions, including the New York Stock Exchange, the American Stock Exchange, and NASDAQ.

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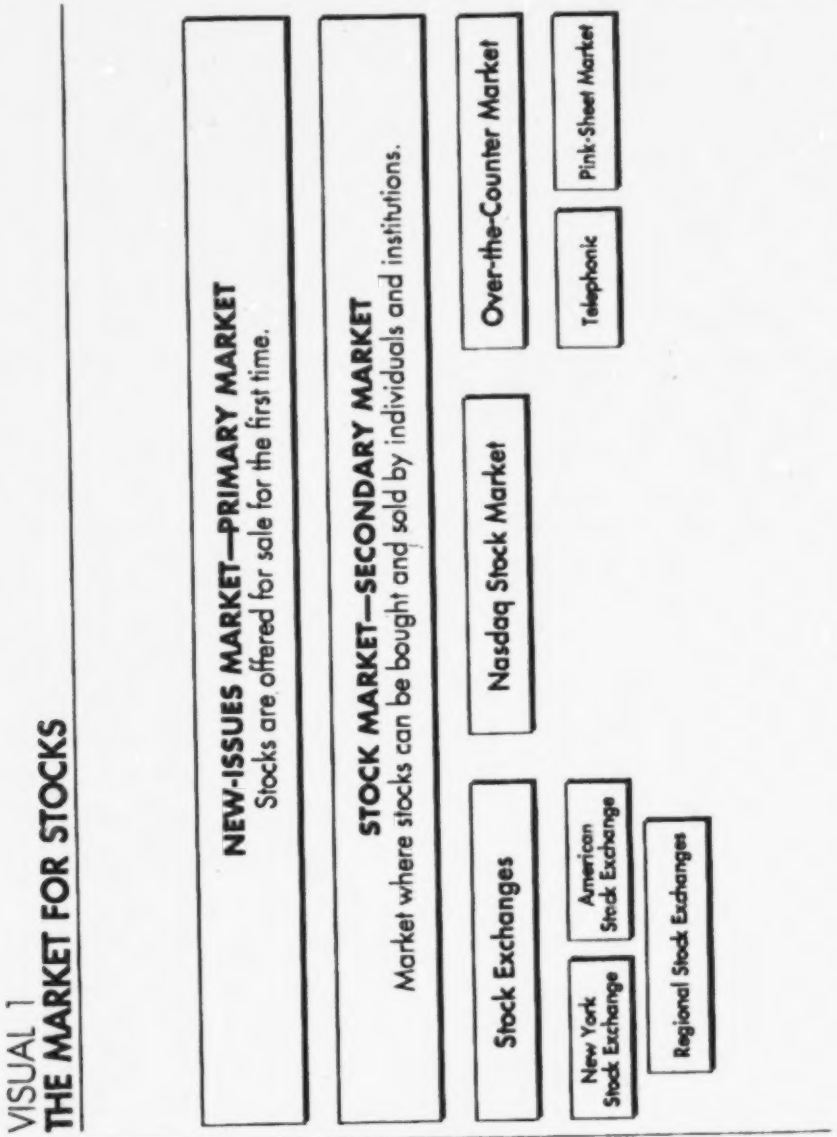
VISUAL 1
THE MARKET FOR STOCKS



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Activity 1
Saving, Investment, or Personal Investing?

Directions: In the blank space before each of the statements below, mark an **S** in the space if the situation involves saving, an **I** if the situation involves investing, a **P** if the situation involves personal investing, and an **N** if the situation involves neither saving nor investing.

_____ A. Katie borrowed $25,000 from a bank to purchase a computer and other equipment and supplies to open her new Internet home page business.

_____ B. Aunt Bonnie buys 100 shares of America Online, hoping that the price per share will increase.

_____ C. Uncle Mike dies and leaves his estate of $100,000 to his five children. They use it to take an around-the-world, once-in-a-lifetime, one-year cruise.

_____ D. Dam Sun, the head of Sunshine computer Systems, issues new shares of stock in his company through an investment banker, and uses those funds to build a new assembly line to produce the world's fastest microprocessors.

_____ E. Amanda takes a new job and has $20 a week deducted from each paycheck to be deposited directly into a savings account at her bank.

_____ F. Ford Motor Company issues a $5,000 bond, which is purchased by Granny Sara.

_____ G. Medical Systems, Inc. builds a new plant to produce experimental pacemakers.

_____ H. Cousin Mark quits his job to go back to school to study economics, hoping to earn more money with a college degree.

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Visual 3
Channeling Savings to Investment

New issues of corporate stock: New corporations raising funds to begin operation, or existing corporations that want to expand their current operations, can issue new shares of stock through the investment banking process. People who buy these shares of stock hope to make money by having the price of the stock increase, and through dividends that may be paid out of future profits.

New issues of bonds: New issues of bonds are issued by companies that want to borrow funds to expand by investing in new factories, machinery, or other projects, and by government agencies that want to finance new building, roads, schools, or other projects. The bonds are a promise to repay the amount borrowed, plus interest, at specified times. Individuals, banks, or other companies that want to earn this interest purchase the bonds.

Borrowing from banks and other financial intermediaries: companies (and individuals) can borrow funds from banks, agreeing to repay the loans, with interest, on a specified schedule. Bands and other financial intermediaries lend out money that has been deposited by other people and firms. In effect, banks and other intermediaries are just a special kind of "middleman," making it easier for those with money to lend to find those who want to borrow funds. Of course, banks also screen those who borrow money, to make sure they are likely to repay the loans.

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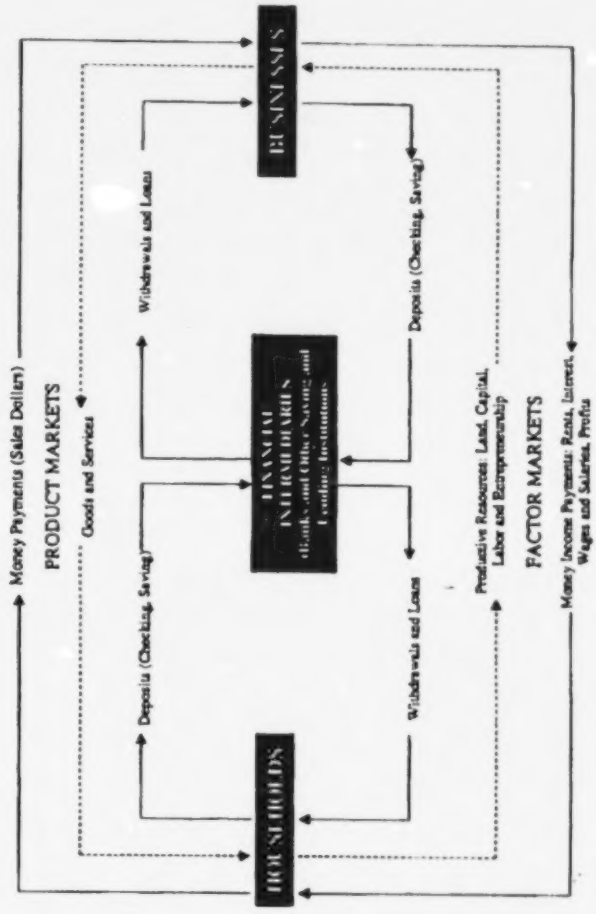
Visual 4
The Circular Flow of Income with Financial Intermediaries



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LESSON SEVENTEEN

Activity 2
Saving and Investing in Market Economies

Saving and Investing in Market Economies

In a market economy, most basic economic questions about how to use resources are answered by millions of individuals in households and businesses. They decide what goods and services will be produced, how they will be produced, and who will consume the goods and services that are produced.

A key assumption in market economies is that households and business owners usually have better information for making saving and investment decisions that promote their own objectives and take into account their own circumstances than government planners do. After all, how could a relatively small number of government officials have sufficient information to make sound saving and investment decisions regarding thousands of firms and millions of households? Individual savers and investors also have stronger incentives to make good and careful decisions, because they hope to enjoy financial gains as a result of their decisions, and avoid losses.

In countries with market economies, banks provide essential financial services for individual households and businesses, and in the process facilitate economic growth for the overall economy. First, banks provide a safe place for individuals to keep checking and savings accounts. Banks then lend out a large part of those deposits, to help some people start and expand businesses, and many other individuals purchase homes and expensive durable goods, such as refrigerators and cars. Other people borrow money to purchase expensive services, such as education for their children, or medical care, or a foreign vacation.

In developed market economies, financial markets such as stock markets and bond markets also play a critical role in promoting good investment and business practices. Millions of investors - usually working through brokerage firms that analyze thousands of large companies' past performance and plans for future operations and investments - compete to invest in the firms that will earn the highest profits at a reasonable level of risk. Over the long run, firms that are successful will experience rising stock prices. Firms that are unsuccessful or not managed as well as they could be will experience falling stock prices, and eventually go out of business or be taken over by other companies and managers.

Questions for Discussion

1. Who makes most decisions about how much to save and invest in a market economy, and about how to save and invest?

2. Why are banks and financial markets important to economic growth?

3. Why are individuals in households and businesses more likely to make saving and investment decisions that advance their own economic interests more effectively than decisions made by government officials?

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Visual 5

Adam Smith and the Invisible Hand

"Every individual...neither intends to promote the public interest, nor knows how much he is promoting it.... He intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was not part of his intention. Nor is it always the worse for the society that it has no part in it. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it."

Adam Smith (1776) *An Inquiry into the Nature and Causes of the Wealth of Nations.* University of Chicago Pres, 1976, p. 477.

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Teacher-to-Teacher
Video Series
for Secondary Educators

TITLE: What is Credit?

PRIMARY SUBJECT AREAS: Economics

GRADE LEVELS: 9 - 12

OVERVIEW: Decisions about credit are among the most important choices that young people will make. This lesson explains what credit is, and its advantages and disadvantages. Types of loans, including home mortgages, car loans, college loans, personal loans, and credit card loans, will be discussed.

APPROXIMATE DURATION: one 50-minute class period

LOUISIANA CONTENT STANDARDS:
http://www.doe.state.la.us/DOE/asps/home.asp?I=CONTENT

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

Economics
ELA-1A-H7 analyzing the roles of money and banking in an economic system

TECHNOLOGY STRATEGIES:
http://www.doe.state.la.us/DOE/LCET/curric/cats.asp

INTERDISCIPLINARY CONNECTIONS:
Mathematics

OBJECTIVES:
1. The student will identify key terms, such as *credit*, *interest*, and *risk*.
2. The student will recognize the advantages and disadvantages of using credit.
3. The student will identify types of financial institutions.
4. The student will explain that most credit transactions are voluntary ones in which both sides gain.

MATERIALS:

Guest speaker, one who is a member of the Louisiana Young Bankers Association is recommended.

Young Bankers' Contact

Ms. Ginger Laurent
Director of Education and Administration
Louisiana bankers Association
P.O. Box 287
Baton Rouge, LA 70821-0287
225-214-4824
Fax: 225-343-3159
E-mail: laurent@lba.org

Brochures on credit and lending

www.ftc.gov
www.phil.frb.org/publicaffairs/pubs/pubindex.html#cb
http://www.federalreserve.gov/pubs/brochure.htm
www.themint.org

TECHNOLOGY CONNECTIONS:

Web Sites: www.ftc.gov
www.phil.frb.org/publicaffairs/pubs/pubindex.html#cb
http://www.federalreserve.gov/pubs/brochure.htm
www.themint.org

BACKGROUND INFORMATION:

No prior knowledge is necessary.

LESSON PROCEDURES:

Ask a banker to come speak to the class. I recommend someone from the Louisiana Young Bankers Association. The contact information is in the materials section above. Give the speaker a specific list of topics you would like to be covered. My suggested topics are listed below.

1. **What is credit?**
   Using money that you do not have, promising to pay it back at a later date with an additional charge called interest
2. **Advantages**
   - *use goods or a service today and pay for it laterraise standard of living*
3. **Disadvantages**
   - *interest*
   - *loan to be repaid*
   - *later sacrifices because of debt to be repaid now*

4. **What lenders look for when approving loans**
   3 C's of Credit
   - *Character*
   - *Capacity*
   - *Collateral*

5. **State and Federal laws protecting consumers Truth in Lending Act, Fair Credit Reporting Act**

   - **Truth in Lending Act**
     •Creditors must disclose the cost of the credit in simple terms
     •State the percentage cost of borrowing in terms of the annual percentage rate (APR)
     •Protects against unauthorized use of credit cards
   - **Fair Credit Reporting Act**
     •Governs activities of credit bureaus and creditors
     •Requires creditors to furnish accurate and complete information regarding your credit history

6. **Payday loans**
   - *Allows you to get cash until payday with no credit background check*
   - *Legal*
   - *Applicants sign agreement and writes postdated check*
   - *APR could be 500% or higher*

7. **Rent to own**
   - *Consumer agrees to rent for a short period (week, month)*
   - *After specified period becomes owner*
   - *Cost usually 2 to 5 times purchasing from department or appliance store*

ACCOMMODATIONS/MODIFICATIONS:

N/A

REPRODUCIBLE MATERIALS:

N/A

ASSESSMENT PROCEDURES:

1. Have students call a savings and loan, bank, credit union, and a finance company to find out what they charge as an annual percentage rate for the following:

- Car loan
- College loan
- Home mortgage
- Credit card

2. Have students also ask at the savings and loan, bank, and credit union what APR they pay for a passbook savings account, a one- and three-year certificate of deposit, and U. S. savings bonds.

EXPLORATION AND EXTENSION:

Fill out a loan application for a new car or at a finance company.

RESOURCES:

This lesson was developed after a series of workshops I conducted on Personal Financial Literacy. The President of the Louisiana Young Bankers Association was invited as a speaker. I compiled a list of the questions teachers attending the workshop had asked and the responses given. This information was then compiled.

The list of websites for free brochures put out by various government agencies is listed in the Technology Connections section. They are nice to give to the students.

REFLECTIONS:

N/A

CONTACT INFORMATION:

Anne Collier
University Laboratory School
acollie@lsu.edu

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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